

Fast Track Childcare Solutions Ltd - Bettws Day Nursery



Bettws Day Nursery, Bettws Road, Bridgend, CF32 8TB



01656728715

Date(s) of inspection visit(s): 14/07/2025

Service Information:

Operated by: Fast Track Childcare Solutions Ltd

Care Type: Children's Day Care

Registered places: 16

Main language(s): English

Flying Start service: Yes

Receive funding to provide early years part time education: No

Promotion of Welsh language and culture: The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are happy, settled and enjoy attending the setting. They develop well as they follow their interests and confidently explore their play environments. Children interact positively with their friends and staff, co-operating suitably together. Their independence skills are developing appropriately.

Staff communicate well with children and respond to their needs effectively. They have a flexible plan of fun activities and encourage a free play learning environment. Staff have a relatively good understanding of how to keep children safe and healthy.

The environment is safe, secure and clean. There is plenty of play space and a good selection of resources and experiences to encourage the children to play and learn independently. A good range of age-appropriate resources and equipment is available both indoors and outdoors.

Leaders run an effective setting. They are committed to providing a good-quality service. They have effective systems in place for evaluating and improving their setting. Leaders manage recruitment of staff well. They develop positive partnerships with parents, with local schools and outside agencies.

Findings:



Well-being

Good

Children make purposeful choices and move around the setting confidently. For example, they freely choose resources such as the animals or role play items, whilst some children decide to sit to listen to a story or complete a craft activity. Babies explore their space with independence, choosing soft play and educational items. Some children express themselves clearly using words and phrases whilst others communicate and express their wants and needs using non-verbal cues such as pointing and reaching out their arms.

Children are settled and happy at the setting, including new children. They form close bonds with staff, which has a positive impact on their well-being and motivation. When needed, children seek gentle comfort and reassurance from staff. For example, they approach them when they are tired or upset and feel immediately comforted by them. We saw two children spontaneously cuddle each other and some children happily chatted to us about their summer dresses. Children have a strong sense of belonging because their own photographs and craft work are on display throughout the setting.

Children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities outdoors. For example, they explore the sensory garden room using soft play items or musical instruments, whilst others engage in experimental play with the sand and water tray. Many children show excitement when a staff member reads a book, engaging well with the story and know the movements needed. Babies explore their environment with ease, happily playing with the balls and rattles. We heard some older children ask for resources and their request were met. Nearly all children enjoy and take part in the movement and song sessions, engaging appropriately for their age and understanding. Most children concentrate for an appropriate length of time and respond positively to encouragement from staff. For example, when completing a jigsaw or building a den. They listen to instructions well, for example, to sit on the chairs properly at snack time and to help tidy up. Children thoroughly enjoy outdoor play which is offered regularly throughout the day.

Children's independence skills are developing effectively. They know the routine well. Many older children complete self-care tasks independently. For example, they wash and dry their hands and feed themselves at snack and lunch time. Some children independently pour their water or milk at snack time and some babies attempt to feed themselves, with little support from staff. Children confidently ask for more snacks and their requests are met.



Care & Development

Good

Staff implement the settings policies and procedures effectively. Staff have completed their safeguarding training and respond appropriately to safeguarding scenarios. They follow suitable hygiene procedures. For example, they wash their hands regularly and wear appropriate protective clothing when required. Staff are knowledgeable about their roles and responsibilities in relation to keeping children healthy. They support and encourage children to get fresh air and provide healthy meal choices. However, snacks provided did not always follow the Welsh Government Healthy Eating Guidance. They ensure children's safety by putting on suncream whilst outdoors and supervise them well as well as give them safety messages. For example, when a child climbed on furniture, with the staff gently persuading the child down. Accident procedures are followed closely, and they complete records in relation to accident, incident and medication effectively.

Staff communicate well with children and create a relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit at children's level, modelling good social and communication skills. Staff share a positive approach to managing children's behaviour and follow the setting's behaviour management policy effectively. They have developed a successful range of strategies to promote positive behaviour, such as a range of distraction methods tailored to the children's age and understanding. They regularly discuss feelings and emotions with children and successfully use a '*cwtch cushion*' when needed. They praise children for their efforts and accomplishments. For instance, they clap their hands, "*well done, you sang very well*". This has a beneficial impact on children's behaviour and self-esteem.

Staff support children's learning and development effectively. They focus well on the interests of the child, their individual needs and development. They ensure that they take time to know each child well, which enables them to provide suitable and tailored support to all children, especially those with additional learning needs (ALN). They regularly observe children's play and learning to track their progress and this helps staff plan activities to enable children's next steps in their learning and development. Staff have effective systems in place to ensure children's individual needs, preferences along with any dietary and allergy needs are adhered to. For instance, staff follow babies individual eating and sleeping routines. Staff work well together as a team to build the children's confidence, resilience and independence. They show children prompts so that they know what comes next, for instance, a bowl when it is time for snacks or they rub their hands together when it is time to wash hands. Staff promote children's independence relatively well. However, some opportunities to further nurture independence were missed. For example, staff members pour children's drinks at lunch time. They provide interesting opportunities, which are led by the child's choices and decisions. Staff use some incidental Welsh well at the setting.



Environment

Good

Leaders ensure the indoor and outdoor environments are safe and secure. The door is locked to prevent unauthorised access and gates are secured with padlocks when children play outdoors. There are a range of suitable risk assessments in place ensuring staff know how to keep children safe. Health, safety and hygiene practices are effective. For example, spillages are immediately cleaned. Staff complete daily checks of the premises and leaders ensure maintenance checks for the building and appliances are up to date. Fire drills are practised regularly and recorded to ensure all staff and children know how to evacuate the building safely in the event of an emergency.

Leaders ensure the premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development. Leaders ensure separate rooms for the various age ranges cared for. The areas within the playrooms allow children to choose whether they want quiet time such as the book corner, craft work activities, floor play activities or role play area. There is a suitable baby room, with plenty of space for babies to play and rest comfortably. The outdoor area is stimulating and has a garden cabin for all-weather learning and play to meet children's needs and a planting area where children have grown their own plants. This enhances provision to support children's overall learning well. The toilets are child-sized and support children to develop their independence skills well. There is a suitable nappy change area.

Leaders provide a good range of developmentally appropriate toys and resources that engage children well. The toys, furniture and play equipment are clean and well-maintained. The setting uses natural and authentic materials in children's play effectively, for example proper crockery, utensils, clothes for dressing up, recycled and wooden resources. Leaders successfully encourage active learning through activities such as messy play, where children experiment with the water and sand, mixing, filling and pouring mixtures. Resources are stored at a low level so children can access them and make choices independently. For example, we saw children help themselves to the selection of craft materials and explore the range of role play items. There are sufficient play materials to promote cultural awareness and diversity effectively. This ensures that children gain an appropriate understanding of the world they live in.



Leadership & Management

Good

Leaders and staff are committed to providing a good-quality service and they are passionate and enthusiastic about their work. They share a clear vision for the setting and have comprehensive policies and procedures in place which contribute effectively to the smooth running of the setting. Leaders regularly review these policies and procedures and ensure staff implement them effectively. There is an accurate and clear statement of purpose. Leaders ensure they collect, record and monitor the required records. We looked at a sample of records including children's registers, children's records and accident forms, which were all well-maintained. Leaders have a staff register containing attendance times. However, leaders had not maintained a record of which staff worked in the various rooms and when staff took their breaks away from caring duties. Leaders ensure they engage with Care Inspectorate Wales and other regulators when necessary.

Leaders have an effective self-evaluation system in place to help them plan how they will improve their service. This includes using the feedback from staff, parents and children to review the quality of their care. They have developed a written report which highlights strengths and areas for improvement.

Leaders follow a safe recruitment process to safeguard children. They have good systems in place to update suitability checks for all staff as required and they successfully implement an effective induction procedure. Nearly all staff hold the required qualifications and have certificates for safeguarding, food hygiene and first aid. Regular meaningful supervision and yearly appraisals are integral to their practice and drive improvement. Staff told us they feel very well supported by leaders and they are really happy in their work.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, they welcome parents to volunteer at the service and offer support groups. Staff keep parents and carers informed about what their children are learning and how well they are progressing through photographs, electronic means and regular informal updates. Leaders and the setting have good links with external agencies and the local primary school which supports children in their transitions into the setting and in their next stage of education well.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
To follow the Welsh Government Healthy Eating guidance for Childcare Providers.
To consistently promote children's independence at snack and meal times.
To ensure that the staff register contains details when staff take breaks away from their caring duties or leave the premises.

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