Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

PALS Daycare

Gnoll Primary School
Wellfield Avenue
Neath
SA11 1AQ



Date Inspection Completed

25/03/2024

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About PALS Daycare

Type of care provided	Children's Day Care Full Day Care
Registered Person	Mary Rudez
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	17 December 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children have a good voice and make positive decisions about how they spend their time. They are settled and enjoy their experiences. Children learn to interact well and are respectful of each other and the resources. They enjoy their play and develop a range of skills through the opportunities available.

Staff keep children safe and promote a healthy lifestyle. They interact very well with the children and provide positive opportunities to support children to develop their communication and social skills. Staff plan effective experiences to help children learn and develop. Children's individual needs are known and met.

The environment is a safe and secure space for children. It provides appropriate areas to play and learn indoors and outdoors . Suitable facilities are available, ensuring children feel comfortable and can be independent. Leaders and staff have introduced more real-life resources and natural materials that help children to further develop their imagination and curiosity.

Leaders run an effective and well organised setting. They have good systems for evaluating and improving their setting. Leaders manage recruitment and staff well. Paperwork is up to date and reflects current practice. Positive relationships are developed with parents so information is shared successfully.

Well-being Good

Children have good opportunities to make choices and have their voice heard. They decide what activities they want to take part in. For example, we saw children choose to complete craft activities and play games. They can choose if they would like to play inside or outside with continuous free flow opportunities. Children confidently ask, *"Can we have the blocks?"* with their wishes met.

Children are happy, settled and cope well with separation from their parents or carers. They know the routine well. We saw children access the toilets to wash their hands before snacks or after messy play. Children have positive relationships with each other and staff, although, for some children this was their first time attending. We saw them laugh and smile whilst playing. They tell us they enjoy attending and have fun with their friends.

Children enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw older children share and cooperate whilst playing with the playdough making a pizza. They told us they were using plants and flowers for the pizza topping. Children are active, engaged and play well together. Children are beginning to share and are developing their skills with support from adults. For example, staff remind children to use their words when they want someone to share. Children explore the environment well and engage in child led activities.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests. They engage in a range of play such as being creative with playdough, rolling and cutting, making a tea party during role play, problem solving whilst building a large structure and experimenting with a range of paints; mixing 'new' colours. Children take the lead in free play and the activities or resources available to them.

Children are developing their independence skills very well. They wash their hands and access the toilet independently, or with support if needed. Children feed themselves, tidy up the toys, put their dirty dishes in the wash bowl and help fold the clean cloths. They enjoy having a 'job'; we saw a child independently and spontaneously brushing the floor after lunch. They take responsibility for their belongings and hang their coats and bags on the coat hooks.

Care and Development — Good

Staff understand and implement policies and procedures to promote the safety and wellbeing of children well. They have a good understanding of their role in protecting children and answer safeguarding scenarios confidently. All staff have completed mandatory training, including, child protection, first aid, and food hygiene as well as many other relevant courses. Staff appropriately complete accident, incident, and medication records. These records are countersigned by parents. Parents provide children with a packed lunch and staff ensure children have healthy snacks and drinks of water or milk. Lunch is relaxed and not rushed. There are good cleaning and hygiene practices in place. We saw staff clean tables and follow very good hand washing practices.

Staff understand the behaviour management policy and implement positive strategies. They use positive reinforcement, encouraging children through praise. We heard staff say, *"good girl/boy", "da iawn",* and *"well done".* They encourage children to use "*kind hands*" and to *"use your words"* with their friends. Staff are caring and responsive, they know the children well. Staff welcome children and constantly talk to them about what they are doing, what they want to do next and gain their views about the activities during the session. They listen and communicate successfully. For example, staff say, *"in ten minutes, it will be tidy up time before lunch"*. Interactions are positive, demonstrating warmth, kindness, and patience. Staff support children in their play, engaging and interacting at children's levels, often sitting on the floor or at a table with them. At lunch time, they support younger children when necessary. Staff recognise children's efforts, for example, when brushing the floor or tidily folding the cloths. Staff are positive role models. They engage and develop children's learning naturally through their play.

Staff provide a good balance of child and adult led play and learning opportunities. They play alongside and support children in their learning. We saw staff and children share a story, with children thoroughly enjoying and engaging with the story successfully. Some staff naturally use sign language to support and develop children's communication skills. They are beginning to implement the Curriculum for Wales. Staff undertake observations and record children's next steps. Planning covers topics, themes, and activities. Basic Welsh is promoted.

Environment — Good

Leaders ensure the environment is safe, secure, and well maintained. The doors and external gates are secured and all visitors sign in. There are generic risk assessments in place and these have been reviewed and kept up to date. Staff complete daily visual health, safety, and cleaning checks. Leaders complete regular fire drills and suitable records are made. Appropriate electrical and boiler safety checks remain current.

Leaders provide a flexible environment. The indoor play areas provide children with space to freely move, with two base rooms for various experiences. Children access suitable toilets and an appropriate nappy changing area is available. A sleep area is created for younger children to rest safely, away from where children play, if needed. Much of the equipment is at low level for children to access independently. There are a variety of displays which stimulate children's learning and reflect their own work, which promote a sense of belonging. The outdoor play spaces have a range of opportunities, with separate secure areas directly accessible from the playroom, providing constant free flow opportunities. Wellies are available along with appropriate clothing, allowing children access outdoors in all weathers.

Leaders provide suitable quality, developmentally appropriate play and learning resources. They provide furniture, equipment and resources for all ages and stages of development, which contribute to the children's all-round development. For example, tables and chairs suitable for younger and older children, role play items, construction play, various age related games, sensory and creative activities. Leaders provide children with recycled materials, a food waste bin and authentic resources. They supply resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness.

Leadership and Management — Good

Leaders engage positively with CIW and are keen to drive improvement. There is a strong vision for the setting, which is shared with others. They strive to meet the national minimum standards and regulations. Registers for children and staff are complete. Policies and procedures are regularly reviewed and kept up to date. Children's documents and paperwork is well maintained. They have appropriate public liability insurances and ICO certificate.

Leaders have effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. For example, introducing a new electronic system, additional staff training and revamping the service. Leaders confirm they are always evaluating and reflecting on the provision. They lead by example, providing a supportive and effective team working environment.

Leaders follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place for staff. Staff hold the required qualifications. They told us they enjoy their roles, are well supported by management, and are able to attend training courses and further develop their careers. Leaders undertake regular supervision sessions and formal annual appraisals to ensure staff have opportunities for personal development and to raise any practice issues.

Leaders have established positive relationships with parents and carers. They link with a range of professionals, which enhances the provision to children and families attending the setting. Parents are kept informed of their children's day via verbal discussions and electronically. Leaders are in the process of implementing a new electronic system to expand information sharing.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

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.

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

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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