Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Camau Cyntaf - First Steps Rainbow Rooms

Dai Davies Community Centre
Heol Eurwen Davies
Rhiwgarn
Porth
CF39 9AZ

Date of inspection: June 2023

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Camau Cyntaf - First Steps Rainbow Rooms

Name of setting	Camau Cyntaf - First Steps Rainbow Rooms
Category of care provided	Full Day Care
Registered person(s)	Camau Cyntaf i Ddysgu C.B.C
Responsible individual (if applicable)	Lisa Thomas
Person in charge	Kelly Matthews
Number of places	42
Age range of children	2-4 years of age
Number of 3 and 4 year old children	14
Number of children who receive funding for early education	13
Opening days / times	Monday to Friday from 9am to 3pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that provides an ‘Active Offer’ of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of children who use, or may use, the service.
Date of previous CIW inspection	15/01/2020
Date of previous Estyn inspection	Not applicable
Dates of this inspection visit(s)	20/06/2023
Very few children speak Welsh at home. Very few children speak English as an additional language	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Excellent**
Leadership and management	**Good**

Non-compliance

We notified the provider of an Area for Improvement where the setting was not compliant with the regulations. A notice was not issued, but this is identified as an area for improvement, and the Responsible Individual must address this. Information on all non-compliance will be included in an Action Improvement Summary, which will be published on CIW's website only.

Recommendations

R1 Address the areas of non-compliance identified during the inspection

R2 Use children's observations and assessments as the basis to plan for skills that further support the next steps of children's development

R3 Improve self-evaluation processes to accurately identify strengths and areas for development and ensure that actions are evaluated effectively

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations and area for improvement.

Main findings

Well-being: Good

Most children make effective choices and decisions about their daily life in the setting. They communicate their needs confidently both verbally and non-verbally, choosing the activities they would like to engage in. They move easily between the indoor and outdoor environment.

Most children are relaxed and settled at the setting. They cope well with separation from their parents and carers because they receive a very warm welcome and daily routines support their individual needs. Nearly all children feel valued because they experience positive interactions with practitioners who know them well. Children approach staff for cuddles and to ask for help, such as when they need help to find a favourite toy. They receive positive responses consistently to their requests.

Many children interact well with others. They are learning to share with their friends with support from practitioners, such as taking turns when making gloop. Most are

familiar with the setting's routine. For example, they know when to wash hands and sit at the table ready for their snack.

Nearly all children are active and curious. They engage in activities throughout their time at the setting expressing enjoyment. For example, children show excitement when hammering ice to release toy spiders. They engage in role play for an extended period of time making and serving drinks.

Nearly all children show good independence skills. They choose what food and drink they would like, such as milk or water, and serve their own snacks. They use tongs and a spoon appropriately, pouring their own drinks from small jugs and clearing dishes away.

Nearly all children develop their physical, intellectual, social and emotional skills well while following their own interests. For example, they develop their physical skills by climbing ladders and rocking on balance boards. They develop their problem-solving skills when filling containers with sand and working out why it does not come out of the tap at the bottom. They move around the setting confidently choosing what they want to play with.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Nearly all children make good progress in all areas of learning during their time at the setting. Most children develop their skills effectively through the provision of purposeful play experiences. Many communicate well and make themselves understood and a few express themselves non-verbally. Many children listen attentively and with understanding, for example when a practitioner explains why their names are written on their pictures. Nearly all children join in enthusiastically with songs and rhymes, demonstrating the actions to their favourite songs.

Most children show an interest in books, choosing them independently in the indoor and outdoor areas. Nearly all children follow and listen to an adult reading a story with interest. They turn pages one at a time and handle books appropriately. A very few read numbers and understand the number sequence well.

Nearly all children are developing their mark making skills successfully using a variety of media. Most children make meaningful marks, including painting petals, drawing fingers with felt pens and using a pencil and a clipboard to create shapes.

Nearly all children respond well to simple Welsh instruction. For example, they understand when it's time to brush their teeth or wash their hands. Most children enjoy joining in with Welsh nursery rhymes and listening to them on digital tiles. A minority use simple language in their play such as recognising and naming colours.

Nearly all children are developing their physical skills successfully. They handle small tools with increasing control. For example, they use safety knives skilfully for cutting apples into smaller pieces when making apple sauce. Most children use the large play equipment confidently and safely, such as when climbing a small ladder carefully and waiting for adult support before jumping off.

Many children are developing their numeracy skills well. Most choose and use mathematical equipment sensibly. For example, they use filling jugs appropriately to develop their understanding of full and empty when playing in the sandpit. They also use differing sized containers to understand, which is the biggest and smallest. Many children enjoy exploring two dimensional shapes through their play. They sort circular discs on a number line and match shapes on a light box. Around half count objects aloud with support at snack time.

A majority of children follow sequences effectively through practical experiences. For example, they know in what order to proceed when pretending to bake chopped apples. They are aware of the dangers of a hot oven and realise a cloth is needed to handle the tray.

Nearly all children are developing problem solving skills exceptionally well. For example, they mix paint powder and water together to make different colours and consistencies of paint. They show perseverance at the task, taking turns when adding more water and colour. Many children work collaboratively to solve a problem. For example, they take turns with hammers to crack ice and know that ice breaks if it is dropped.

Nearly all children develop their creative skills consistently. For example, they dress up in a variety of costumes when engaging in role playing with friends. Many children express themselves imaginatively through music. For example, they listen and move appropriately to the calm music in the inside area or play the guitar with enthusiasm outside.

Nearly all children are successfully developing their information and communication technology (ICT) skills. They handle mobile telephones confidently, knowing their role for communicating. They press buttons to listen to and sing along to rhymes on the programmable tiles and turn the light frame on and off.

Care and development: Good

Overall, practitioners follow the setting's policies and procedures effectively to keep children safe. Nearly all practitioners have a clear understanding of their responsibility in relation to child protection and they follow appropriate procedures. They take suitable action in relation to accidents and ensure parents are informed. They administer medication in line with parents' directions. Nearly all practitioners follow effective hygiene procedures, including when they change nappies and serve food. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Nearly all practitioners actively promote a healthy lifestyle. They provide a range of healthy foods for children's snacks such as vegetables, fruit pieces and couscous, as well as water and milk to drink. Many practitioners have a good understanding of children's dietary needs and ensure they meet these. However, they do not always follow the correct protocols for children with allergies to food and drink. They support children to play in the outdoors as much as indoors and they offer good opportunities for physical play. Practitioners support children to brush their teeth daily.

Nearly all practitioners implement positive behaviour management strategies consistently. They give children regular praise and give them positive reminders to use kind hands and to share with their friends. They have a good understanding of children's individual behaviour needs and employ successful strategies based on these. This has a positive effect on children's social skills.

Practitioners work together successfully as a team to plan engaging activities and experiences, which are developmentally appropriate for all children, including those with additional learning needs. They identify children who may need additional support at an early stage and seek help and advice from external agencies such as health visitors, educational psychologists and speech and language therapists. They support children effectively in their play by modelling skills and asking open questions.

Most practitioners make a significant effort to enable children to experience the Welsh language. They use incidental Welsh naturally when supporting children in their play and as part of their daily routine.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners plan a comprehensive range of experiences that support the holistic development of the children well. Learning experiences build on children's existing knowledge successfully. For example, practitioners provide varying sized spoons, cups and jugs for children to fill and empty as they play in water. As a result, many children learn about volume and capacity while playing.

Practitioners are flexible in meeting children's individual needs and are responsive to children's voice. For example, they provide children with plants and pots in response to a child showing an interest in digging in the outside area. Practitioners encourage children positively to take risks in their play. For example, when using the climbing wall, practitioners observe, wait and discuss with children how they can move more effectively and safely when climbing. Practitioners are good role models and know their children well.

Practitioners use their knowledge of the Welsh language appropriately. They model language well when supporting children in their play. For example, whilst painting, a child listened attentively to an adult describing colours and counting. Practitioners promote children's understanding of Welsh culture skilfully. For example, they provide traditional costumes in the role play area. They also provide coal ornaments for children to handle and a coracle for indoor sand play. They provide bilingual phrases and questions in areas of play.

Practitioners encourage a sense of curiosity about their own and other people's lives by displaying resources from around the world, such as African masks, Dutch clogs and playing background music from the rainforest to instil a sense of wonder in the children.

The setting promotes the values of respect and fairness effectively. All practitioners encourage children to play alongside each other, showing consideration for others.

For example, they encourage children to wait for a space when using the climbing wall so that they can all use the equipment safely.

All practitioners provide rich experiences for children indoors and outdoors and show a secure understanding of the importance of play. Most practitioners know when to intervene appropriately in children's play, for example when modelling the skills needed to fill pots and plant seeds successfully.

Nearly all practitioners use good questioning skills to support children's learning. They ask open questions in order to expand the children's knowledge, for example when discussing the impact of the sun and the shade. Most practitioners are developing their knowledge and understanding of the Curriculum for Wales and are beginning to implement this into their practice. Most practitioners use regular assessments to ensure the children are making good progress from their starting points. However, assessments do not always identify areas for development in enough detail to support the progress of all children.

Practitioners' observations generally support children's achievements and identify areas for improvement. Key workers use this information to support children well. Practitioners regularly share information with parents that ensures they understand what their children have been learning about during their time in the setting.

Environment: Excellent

Leaders and practitioners provide an inspiring and exciting environment, which supports children's development and well-being.

Leaders implement effective systems to ensure the environment is safe. They conduct detailed risk assessments and review these regularly. They arrange regular reviews of safety measures, in conjunction with the practitioners and the local authority. They provide a secure environment, which protects children from unauthorised access. Practitioners complete daily health and safety checks on the environment and ensure that any risks identified are immediately addressed. The indoor and outdoor environment are very clean and well-maintained. The indoor play area is well-ventilated, which supports children's health.

Leaders organise the environment extremely well to support children's independence and provide exciting play opportunities. Children can independently access the toilets and good quality furniture and cosy areas in which to relax and have a quiet time. Leaders and practitioners thoughtfully plan an extremely effective environment, incorporating engaging play opportunities. There are well-resourced role play areas, including a home area with real-life resources such as china cups and saucers, coasters and authentic furniture. There is also a dressing table with a stool, mirror, make-up brushes and a range of handbags and cameras. Leaders and practitioners make full use of the space available in the outdoors and this is an extension of the indoor learning environment. For example, in the outdoor area there is a 'carrot chopping station' in the mud kitchen with chopping boards and safety knives. There is a ladder leading to the top of a large wooden reel and also a tyre swing. These enable children to practise their physical skills and take considered risks.

Leaders and practitioners are committed to providing interesting and inspiring resources for children and they keep these under review, making regular changes to enhance the provision and suit the interests of individual children. The resources are all in good condition and stored at a low level to enable children to access them independently. There are plentiful sensory, natural and real-life resources, which are available to children at all times to explore and develop a range of skills. For example, mud, sand and water are available to children at all times, both indoors and outdoors, with authentic real-life resources to support and extend children's play such as buckets, sieves, beakers and shells.

Leadership and management: Good

The person in charge demonstrates a strong commitment to maintaining quality provision. She keeps the responsible individual informed of the setting's progress regularly. A strong management team supports the person in charge with developing and sharing a clear vision and setting high expectations of all practitioners. This ensures that policies are suitable and that the setting's Statement of Purpose meets regulations and National Minimum Standards.

The setting follows a robust recruitment process and ensure all necessary checks have been completed for all practitioners. Practitioners have relevant qualifications and are respectful and supportive of one another and fulfil their roles skilfully. The person in charge explains all policies with new staff during their induction. She follows effective arrangements to supervise and monitor practitioners regularly. The person in charge defines staff roles and responsibilities and ensures that individual training needs are kept up to date. All staff have relevant childcare qualifications, and a few are currently working towards further accreditation.

Leaders create a positive ethos where staff and children feel valued and well supported. Practitioners feel appreciated and their knowledge is beneficial. For example, staff source interesting real-life resources to enhance learning areas.

The ethos of the setting leads to effective collaboration between practitioners and leaders. This is successful in creating a stimulating environment where children's needs are prioritised. For example, all staff are actively involved in children's play; they demonstrate care and encourage learning during the session.

Leaders identify the setting's strengths and areas to develop successfully. All practitioners contribute suitably to the development plan with support from the management team. However, the monitoring and evaluation process does not always support ongoing improvements effectively such as further developing the practitioners' understanding of new guidance.

The setting works well with the Local Authority Advisory Teacher and they appreciate the support and advice they receive. The team makes good use of funding it receives. For example, The Early Years Development Grant enables further development of the outdoor area. The climbing wall supports the development of children's physical skills and nearly all the children climb this with increasing confidence.

The setting has successful partnerships with both parents and carers from when the child starts at the setting. Nearly all children arrive enthusiastically at the setting and the practitioners support parents/carers with a daily well-being catch up. Parents receive regular information on their child's progress through visits and written reports. Most parents value the communication. The setting shares the children's experiences and achievements through a closed social media page.

The setting has strong links with the local primary school. The setting arranges for the class teacher to visit the children in the setting during the term prior to them moving on. The setting shares the children's achievements and progress with the school to support a smooth transition for the children.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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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

24	The responsible individual must ensure all practitioners meet the health needs of all children at all times.	New

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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