Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Trinity Childcare and Family Centre Ltd

Trinity Child & Family Centre
Aberfan
Merthyr Tydfil
CF48 4NT



Date Inspection Completed

06/08/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Trinity Childcare and Family Centre Ltd

Type of care provided.	Children's Day Care Out of School Care
Registered Provider	Trinity Childcare and Family Centre Limited
Registered places	52
Language of the service	Both
Previous Care Inspectorate Wales inspection	21 March 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy, settled and have very extensive experiences at the setting. They make highly effective choices from a wide range of activities and opportunities they wish to engage in. They are free to move between the extensive opportunities offered and to follow their own individual interests. They have very strong and warm relationships with staff and interact superbly with them at every opportunity. Children's social and independence skills are consistently good and age appropriate.

Staff effectively keep children safe and extensively implement the setting's policies and procedures. Staff interactions with children are purposeful and they support all the children's needs sensitively. Staff plan and offer a very high-quality range of activities, which are nearly always superbly led by the children.

The environment is of a consistently good quality and is clearly welcoming and organised effectively. Staff follow effective infection control procedures meaning the environment is clean and safe for staff and children. Staff undertake purposeful risk assessments to ensure that all possible risks indoors and outdoors are minimised. The setting has a worthwhile range of quality toys and resources for indoor and outdoor activities.

Leadership and management of the service is high quality and effective. The very strong staff team work well together, and all reported to be happy in their work. Consultations with parents, children and staff contribute to the development of the service. Parents speak strongly of the outstanding care and opportunities their children receive. The Responsible Individuals are very experienced, organised and highly dedicated to providing an excellent service. They have a very strong and positive effect on the staff ethos.

Well-being Excellent

Children arrive happily at the setting and cope superbly with separation from their parents / carers. Children are extremely comfortable in their surroundings, their routines, and with all staff. They have formed highly effective bonds with staff and each other, and this has a clear and exceptional impact on their well-being. Children understand that staff respond exceptionally well to their needs and requirements, and therefore approach them confidently to communicate any needs. For example, when required, children are immediately supported by nearest members of staff. Children have built very strong friendships with each other and work together co-operatively on various tasks including problem solving. For example, older children were playing and interacting with the younger children and supporting them in their chosen activities. All children's individual needs are supported by other children who suggest ideas with them during activities. Children patiently wait their turn in all activities. For example, the youngest children were keen to co-operate and take turns when using various resources such as the shapes, the art resources and the books.

Children communicate with staff and each other successfully and show a very strong interest in activities. Upon arrival they engage successfully and superbly well in the experiences available to them. Nearly all children show natural curiosity and explore a variety of extensive play opportunities. For example, children engage with arts activities, various activities in the outdoor area and circle time. Children are aware their moods and wants are taken into consideration, and they are free to decide in which of the various activities to participate. Children's attempts at communicating are expertly respected by staff. Examples include non-verbal children communicating through pointing to resources or reacting to various activities, resources and stimulations.

Children develop their independence skills extensively through the superb activities and opportunities provided and with the support of highly effective staff. Examples include children collecting their food at snack-time and eating independently. However, there is an opportunity to develop their independence further by encouraging the older children to serve themselves when they called to the food trolley. Toddlers are encouraged at circle time to collect a circular cushion to sit on. They are then allowed to choose a song to sing and then at the end of the session to return the cushions back in the appropriate area. Children are extensively consulted to gather ideas for activities and their suggestions are noted clearly on planning documents. Examples include children suggesting dance sessions, setting Olympics, litter picking locally and carrying out a bug hunt. These opportunities offer extensive and highly effective opportunities for input into their own learning and development.

Care and Development — Excellent

Staff implement the setting's policies and procedures extensively, ensuring children are always effectively kept safe and healthy. They receive regular and extensive safeguarding training and have very strong understand the setting's policies and procedures. Staff fully understand the importance of reporting any concerns to people running the setting, who respond expertly, and relevant information is clearly displayed throughout. The setting has extensive children records including reports of pre-existing injuries and body maps, further ensuring children's care. These are expertly analysed monthly by people running the setting. Staff record all accidents and incidents clearly; inform parents and ensure they are signed by staff and parents. These records are formally evaluated by leaders and all outcomes are acted upon. Examples of evaluations include, individual accident records, records of location of accidents within rooms or outdoors. Nearly all staff have completed paediatric first aid training, enabling them to deal with accidents appropriately. Staff hold valid food safety qualifications and wear appropriate PPE when preparing snacks. Staff encourage children to practice effective handwashing procedures before eating. Staff offer children fresh drinking water or milk and supervise the youngest children. However, opportunities to develop children's independence at mealtimes could be developed further according to age and ability.

Staff have very strong and superb relationships with children. They are kind, caring and patient and all interactions are very high quality and highly effective. This is well above expectations when supporting children, especially those with Additional Learning Needs (ALN). They support children's social behaviour skilfully through interactions during activities. For example, reminding children calmly and reassuringly to be careful when playing with resources when accidents happen because of over-enthusiastic playing. Staff implement highly effective strategies in line with their behaviour management policy and offer praise and encouragement to children. The policy is titled Positive Behaviour Policy, and it highlights and emphasises the importance of positivity when dealing with behaviour. As a result of the staff's quick and effective interventions, children's behaviour was excellent.

Staff engage extensively with children in all areas of the setting and in all activities to ensure that all children are offered the same opportunities. All children have a progress record reviewed monthly by their individual key worker. Observations are completed on a regular basis, followed by completing the 'way forward' and 'progress record,' The observations support staff planning the children's next steps in learning. Staff keep examples of the children's work and successes in individual books. All staff have very strong and in depth understanding of how to meet the needs of children requiring additional support. This is an outstanding strength within the setting. ALN children also have Individual Development Plans (IDP) in place. Staff promote some incidental use of the Welsh language; however, this is an area for developing further.

Environment — Good

The indoor environment is safe and secure. The outdoor area is safely accessed through the setting and is surrounded by satisfactory fencing. However, the fencing requires attention and effective screening placed and planning to replace the fencing was evidenced. Visitors access the setting through the main entrance and are welcomed by the staff. This safety of this area is further ensured by Closed Circuit Television (CCTV). Children access the setting through the main entrance and are signed in by staff noting times of arrival. Risk assessments are in place, including daily opening and closing checks of the indoor and outdoor area. People who run the setting clearly evidenced that all other required safety checks are completed within appropriate timescales, including fire and smoke alarms, fire extinguishers and electrical testing. Throughout the setting, the toilet facilities are age appropriate. People running the setting make sure staff follow thorough and effective guidelines to promote children's privacy and dignity.

The indoor premises are warm and welcoming and provide a worthwhile and beneficial environment for children to play and learn. Children have free access to all resources and environments, and this ensures they are curious and active learners. Examples include plastic tweezers for motor control, numerous areas such as the wet play, and arts areas to be creative and imaginative both indoors and outdoors. These areas offer beneficial opportunities to support children's physical development, curiosity as well as overall learning. People running the setting ensure the outdoor areas are sufficiently resourced and that children can independently access them. Resources include bikes, an obstacle course, recycled materials, and a seesaw. Children are actively encouraged to investigate and make use of these resources to develop their knowledge and physical well-being. Staff prepare the resources before the children arrive, ensuring that resources are readily available for the children to use immediately. However, children are encouraged to request any stored resources if not already available.

People who run the setting provide a worthwhile range of age-appropriate toys and resources that keep children engaged. For example, we saw children accessing the obstacle course and being encouraged to use various resources in the wet play area and the arts and crafts area. Within the arts and crafts area, children are encouraged to make drawings of dinosaurs and by the shed, children discussed the story of the three little pigs blowing down the houses. People who run the setting ensure all toys and play equipment are clean and well-maintained and regularly cleaned. There were a range of resources available to promote cultural awareness, celebrations, and diversity within the setting. These included dolls and books.

Leadership and Management — Excellent

Leaders manage the setting effectively and ensure very high standards. They have a highly effective vision for the setting and are clear of the standards required from staff. The statement of purpose provides parents with highly effective information on how the setting runs. People who run the setting regularly review their policies and procedures and ensure staff implement them effectively. Reviewed policies are available to parents / carers through a private social media page or via emails. People who run the setting, notify parents / carers of any updates. Extensive record keeping systems are in place including children's contracts risk assessments, and detailed safeguarding records. People who run the setting notify Care Inspectorate Wales (CIW) of significant events as set out in regulations.

People who run the setting challenge and support staff to do their best, offering extensive opportunities for their learning and development. For example, staff have completed various speech and language training and autism awareness to support children who attend the setting. This demonstrates significant investment in providing staff with extensive learning and development opportunities to enable them to achieve best possible outcomes for children. They conduct regular supervisions and appraisals to support staff in their professional development and training requirements. Staff reported that they feel strongly supported by management and can confidently talk and discuss ideas and concerns with them. An example of this support was clearly witnessed during the inspection.

People who run the setting have very strong systems for the evaluation of the service. They seek feedback expertly from parents, staff, children, and outside professionals to strengthen the quality-of-care report. They ensure very high quality qualified and experienced staff are present to make sure children are always cared for superbly. There is a strong staff ethos of teamwork, working collaboratively to ensure the best experiences and outcomes for children. Examples include sharing staff evaluation forms, team meetings and group discussions. People who run the setting use very strong recruitment processes to ensure staff are fully suitable to work with children.

Partnerships with parents / carers and outside agencies are very strong. Staff share regular daily updates with parents. Parents / carers of the youngest children receive a written daily report noting where they have played, focussed learning activities engaged in, and nappy changes and sleeping times. Also, staff including people who run the setting meet parents / carers at the door and update any matters to the parents such as health concerns or important information to be shared. There is a separated family policy, and it notes on the importance of working with all parents / carers. Parents / carers are actively encouraged to ask for advice on matters such as weaning, head lice, toilet training, and support with behaviour issues. Parents told us that they are very happy with the care their children receive. People who run the setting have developed strong links with key professionals within the Local Authority and with external organisations. One example shared from an

external agency was '*the staff at Trinity always endeavour to put the children of Aberfan area first giving them the chance to develop and grow into confident individuals.'*

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
20 (1) (b)	children not sufficiently supervised	Achieved

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)
Standard 4 - Meeting individual needs	Increase the use of incidental Welsh
Standard 8 - Nurture and well-being	Develop opportunities for older children to develop their independence especially during snacktimes

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 11/10/2024