Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Pendoylan Childcare

Pendoylan Church in Wales Primary School, Pendoylan Road, Pendoylan, Cowbridge, CF71 7UJ

01446 760272

www.pendoylan.com

The inspection visit took place on 03/11/2025

Service Information:

Operated by:	Pendoylan C/W Governing Body
Care Type:	Children's Day Care
Registered places:	30
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider is not promoting 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 confident in the setting. They feel valued, make choices about their play, and enjoy a variety of activities indoors and outdoors. Warm relationships with staff and peers support their well-being and the development of their independence.

Staff have a good understanding of how to keep children safe and healthy. They are friendly, and provide safe, nurturing care. Staff plan for a wide variety of activities, which promote children's curiosity, play and learning.

The environment is clean, safe, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

Leaders at the setting are highly motivated and dedicated to delivering high quality childcare. They regularly review the care they provide. Leaders support the staff team well. Parents are confident in the setting and the care their children receive.

Findings:

Well-being — Good

Children move freely around the setting, confidently accessing both indoor and outdoor areas, choosing their preferred resources and activities. Children make choices and decisions independently, they happily speak to nursery staff, requesting resources, asking questions and responding to questions asked. Children who are less confident are actively encouraged to communicate in a friendly and approachable way.

Children are settled, happy and relaxed in the setting, coping well with the transition from their morning routines. They form positive emotional attachments with staff, who are welcoming and responsive. Children show an awareness of rules and routines, and they know who to approach if they are unhappy or worried. Some children are beginning to establish solid friendships, demonstrated when two children played collaboratively in the home corner, acting out family roles. They were familiar with the resources and each other's preferences, showing empathy and shared understanding.

Children interact well, showing age appropriate social and emotional development. Many children understand the rules of the setting and are developing a sense of right and wrong. They are learning to manage their own behaviour, co-operate, take turns, and share. This was demonstrated during outdoor play, where children used pipes, stands, and natural materials to create a game, sharing resources, taking turns and solving problems when the structure required rebuilding. During a circle time activity led by a staff member, children expressed their likes and dislikes, developing their ability to understand their own and the feelings of others.

Children enjoy making their own choices and leading their play. They persevere for appropriate lengths of time and share their experiences with their peers and adults. For example, a group of children built an obstacle course outside that was adjusted according to their ideas. Children encouraged one another to participate and offered guidance on balancing and jumping. Some children sought help from adults, who supported them. There are a wide range of resources and play areas that encourage children to sustain play and enjoy their time at the setting.

Children have access to some experiences that promote their independence. They are encouraged to return belongings to their pegs and to put their jumpers and coats on independently. They collect clothing such as aprons and wellies when needed and use toilets and wash basins independently. Children who find it more difficult to learn independent skills are well supported.

Care & Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe. They have up to date safeguarding training and staff we spoke to have a clear understanding of safeguarding issues, the signs and symptoms of abuse and their own duty to report concerns. Staff promote health and hygiene effectively. They encourage children to wash their hands after using the toilet, playing outside and before food. During the course of the inspection leaders implemented new systems to record and monitor accidents, incidents and pre-existing injuries and ensure these records are shared with and signed by parents. Staff and leaders are knowledgeable about children's health needs. However, some of the information regarding children's health details was stored in the school office at the time of inspection. Leaders began to make changes immediately to ensure details would be stored securely in the setting. Staff accurately complete registers to show children's attendance, and ratios are always met. Staff ensure children have access to enriching and enjoyable daily outdoor play and learning experiences, bringing them the benefits of physical exercise and fresh air.

Staff interact with children in a very kind, patient, and cheerful way. They chat naturally with children to support their play and learning. We saw children and staff laughing, smiling and having fun together. Staff manage behaviour very well at the setting. They are good role models and the kind, gentle, positive, respectful way they interact with each other and with children sets the tone for interactions at the setting. Staff communicate well with each other to ensure children are appropriately supervised and supported throughout their time at the setting.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. They use an electronic system to help them record this information digitally and share it easily with parents. Staff know children well and naturally support them in their learning and development. We saw that children's views and interests are valued by staff, and they know their likes and dislikes well. They naturally promote and extend children's learning and development throughout the day. For example, we heard a member of staff talk with a child about the imaginary cake they were making, discussing how to make it even better. Staff use incidental Welsh effectively with children.

Environment — Good

Leaders operate the setting from a classroom in the school where most children attend. This contributes to children's sense of safety and belonging. The premises are warm, safe, secure, and very well maintained. Staff ensure only authorised entry to the setting and maintain a record for any visitors attending. Staff routinely complete safety checks of the environment and are vigilant about any emerging risks. Leaders monitor that routine safety checks and certificates for the building and appliances are in place. Staff undertake fire drills with children, ensuring children and staff have the opportunity to practise leaving the building safely.

Leaders ensure that the environment is extremely welcoming and child friendly and provides an inviting space for children to play and learn. They use a playroom which is spacious and organised in an effective manner to stimulate children's curiosity, exploration, and development. For example, areas including a home corner, reading and carpet area and a creative area, are set up attractively and all invite the children to play. There are sufficient toilets and washbasins which children can access independently which supports their development. The outdoor space provides varied opportunities for children to play and learn in the fresh air. For example, we saw some children excitedly driving their ride on toys, whilst others worked together making structures using pipes, conkers and cones. Staff have made good effort to incorporate plants and natural world learning opportunities for children, for example a variety of plants are grown with children.

Leaders provide good quality furniture to support children's independence. For example, child sized tables, chairs, craft trays, low level toy storage units and coat pegs for children's belongings. There are plenty of good quality, developmentally appropriate resources both indoors and outdoors. These contain a mix of natural and man-made materials with many attractive wooden resources. Staff use real life and multicultural items to promote children's awareness of equal opportunities and cultural diversity. They implement procedures that keep resources clean and in very good condition.

Leadership & Management — Good

Leaders have a strong sense of purpose. They are passionate about children's well-being, and share this passion with staff, creating a highly motivated and positive team. There is a clear statement of purpose enabling parents to decide if the setting is right for their child. Leaders have developed a range of policies and procedures to support practice at the setting. However, a few of these were not in line with the National Minimum Standards (NMS) or did not match the current practice of the setting. Leaders at the setting have begun a process of reviewing policies.

Leaders carry out self-evaluation and plan for improvements. They obtain feedback from parents and children and produce a Quality of Care Report annually which supports them to plan effectively. The Responsible Individual has only recently taken on the role. She has worked closely with us as part of the inspection process and has shown her commitment to ensuring the setting meets regulatory requirements and the NMS.

Leaders have systems in place to ensure they recruit and employ staff in line with the regulations. They operate a clear system to ensure that staff Disclosure and Barring Service checks (DBS) are current. All staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. There is a well-established and consistent staff team who are enthusiastic, motivated and enjoy their work. Staff receive an annual appraisal. They also meet regularly for staff meetings and supervision sessions. However, these are not always formally recorded.

Leaders and staff have established positive relationships with parents. They work flexibly to support children to settle, allowing parents to guide the pace of this process. Parents receive information on their child's progress through parent's evenings and via the digital app that the setting use to record children's progress. Feedback received evidences that parents are very content with care their children receive.

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)
Standard 5 - Records	Ensure the new formal system for recording and monitoring incidents, pre-existing injuries and accidents is embedded in practice.
Standard 5 - Records	Ensure information regarding children's details and health information is stored securely at the setting and is easily accessible for staff.
Standard 18 - Quality assurance	Review Policies and Procedures to ensure they match practice and align with the National Minimum Standards.
Standard 13 (Day Care) - Suitable Person	Ensure staff meetings and staff supervisions are formally recorded.

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