Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Camau Cyntaf – Pengwiniau Pentre

Central Park
Llantwit Fardre Leisure Centre
Church Village
CF38 1RJ

Date of inspection: April 2023

by

Care Inspectorate Wales (CIW)

and

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

About Camau Cyntaf – Pengwiniau Pentre

Name of setting	Camau Cyntaf – Pengwiniau Pentre
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Lisa Thomas
Person in charge	Nadine Rosenberg
Number of places	30
Age range of children	Between 21 months and five years old
Number of 3 and 4-year-old children	12
Number of children who receive funding for early education	11
Opening days / times	From 8.30 to 15.30 Monday to Friday
Flying Start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is working towards providing the Welsh language “active offer” and plans to become a bilingual service or is making a significant effort to promote the Welsh language and culture.
Date of previous CIW inspection	10/10/2018
Date of previous Estyn inspection	This is the setting’s first Estyn inspection
Dates of this inspection visit(s)	25/04/2023
Only a few children come from Welsh-speaking homes. Very few children speak English as an additional language.	

Summary

Theme	Judgement
Wellbeing	**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	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Raise children's standards of numeracy

R2 Ensure that practitioners always encourage children to respond in Welsh during their activities in line with their ability and stage of development

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Most children are happy within their learning and play environment. They feel safe at the setting and are happy when they arrive and leave their parents. Most are happy to approach practitioners for support or a hug when they are tired or sad. They undertake their various tasks enthusiastically and enjoy them greatly. Nearly all show pride when practitioners praise them for pouring their milk or spreading butter on toast, for example.

Most children show a strong sense of belonging to the setting and have a strong voice in relation to the choice of activities and where they would like to spend their time. They feel that practitioners value them, listen to them and respect their preferences when choosing food and drink or when choosing their favourite play areas. As a result, they move from one activity to another confidently. Most express their feelings well either orally or by making eye contact with the practitioners, who know them well. The youngest children point at resources while many of the older ones express clearly what they need verbally, such as more milk or a different fruit during snack time.

Nearly all children interact well with each other and communicate effectively with their peers. They are kind, behave in a polite and friendly manner, take turns and share toys in line with what is appropriate considering their age and stage of development. A few show empathy towards others, such as holding out their hand to help another child to balance on the equipment in the outdoor area. Most children interact well with practitioners, respect them and listen attentively to their instructions and questions.

Most children concentrate well during play, for example when creating a magical concoction using flowers, herbs, flour, water, spices and colour. They also play enthusiastically. For example, they enjoy stirring tea bags in the 'Caffi Pengwiniaid Pentre' café and cutting 'real' potatoes, apples and parsnips in the mud kitchen. Most children join in with activities enthusiastically, with a few laughing loudly as they follow each other on bikes and crash, for example.

Most children develop good independent skills. On arrival at the setting, a majority look for their names and photographs and place their coats and bags on their pegs independently. Nearly all help themselves to a plate, glass and knife during snack time. Most pour their own milk and water and spread butter on a piece of toast or a cracker before returning their dishes to the washing up bowl after they have finished.

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

During their time at the setting, most children make appropriate progress from their starting points. Most listen attentively to practitioners and respond suitably to instructions. Many respond confidently when the practitioner suggests that they add dye to the water to change its colour and make interesting concoctions. A majority of children are beginning to show an interest in books. They enjoy their content and handle them appropriately and with respect in the reading corner and respond appropriately to the principle that reading is an activity to be enjoyed. Many children are beginning to develop early writing skills by experimenting with a variety of materials such as crayons, paint and chalk. They enjoy doing this and are very proud of their output. Nearly all repeat words such as *'Ydy'* or *'Nac ydy'* correctly and join in with songs such as *'Sut mae'r tywydd heddiw?'* or *'Hwyl fawr ffrindiau'* during circle time. However, very few children use the Welsh language naturally as a medium in different contexts while playing independently. This perhaps reflects the fact that very few children come from Welsh-speaking homes.

Nearly all children sing a range of songs and nursery rhymes, such as *'Pum crocodeil yn nofio yn yr afon'* confidently during circle time. A few use simple mathematical language in relevant contexts, such as comparing big and small objects or when threading circles onto pieces of wood to create a pattern. Many count to ten with support when building towers out of blocks, for example, and a few more able children count up to twenty objects. A majority identify colours fairly confidently in Welsh and match similar objects during play. However, the numeracy skills of a majority of children are rudimentary considering their age and progression step.

Many children develop good physical skills while playing on the bikes and venture confidently along the colour trail and the wooden bridge or when rambling through the tunnel in the outdoor area. Many master the task of hula hooping and have fun doing so. Other use equipment such as a kitchen knife confidently and take appropriate risks while 'trying' to chop herbs in the kitchen or using a hammer to hit a nail in the workshop. Nearly all children recognise parts of the body, such as the ears, eyes and nose.

Nearly all children develop good early musical skills and keep rhythm correctly while listening to music and moving to the beat, emulating different animals. Many use percussion instruments sensibly to create their own rhythms.

Most children are familiar with using information and communication technology (ICT) resources in their play and everyday activities and do so fairly confidently. For example, they use an electronic tablet to form letters and take pictures of themselves in the beauty salon.

Care and development: Good

There is a close relationship between practitioners and children. All practitioners treat the children with respect and kindness as they greet them in the morning. Most practitioners communicate appropriately with children, celebrate their successes and model positive behaviour regularly. For example, they thank and praise children for tidying up and sharing toys with their friends. Practitioners respect the children's interests, preferences and personal needs. For example, they provide dinosaurs and dolls in the indoor and outdoor areas because the children like them. They also allow them to have their personal comforters, when necessary.

Most practitioners have a sound understanding of child development and meet their needs well, in line with their stage of development and interests. They maintain and record careful observations of children regularly. These feed into plans for their next natural development steps. They provide good opportunities for children to develop their independence at times such as snack time and by playing with 'real-life' resources. Practitioners are positive role models and are very caring towards the children. For example, they manage risks effectively to ensure that children are safe when playing with a hammer and nails in the workshop.

Practitioners have a good understanding of the additional learning needs framework and, specifically, the arrangements and contacts that are available to them should individuals need additional support.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Most practitioners have a sound understanding of children protection procedures and are completely aware of their responsibilities as individuals. They have robust and effective supervision arrangements and systems. They complete daily risk assessments and update them regularly in a comprehensive and detailed manner. Most practitioners follow thorough procedures to ensure the children's health and safety based on food hygiene, cleaning and nappy changing. They promote healthy eating and drinking practices successfully by providing healthy and nutritious snacks for the children. Practitioners keep records of accidents and incidents, which include the signatures of practitioners and parents and meet the medical and dietary needs of individual children appropriately.

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 wide range of stimulating and interesting opportunities for children based on their needs and provide useful opportunities for them to develop their curiosity in a stimulating and safe environment. They encourage children to guide their own learning, where appropriate, and begin to intervene only when appropriate. By doing so, they make the most of the opportunities that arise to develop children's skills in a completely natural way. Robust consideration is given to the main principles of the Curriculum for Wales. This means that practitioners pursue

children's ideas and interests while planning activities, rather than planning too far in advance.

Practitioners use their knowledge of child development fairly successfully when planning activities that develop their skills in specific areas, such as early numeracy, literacy and ICT. Most practitioners provide regular opportunities for children to hear and use familiar Welsh vocabulary and phrases. These include commands such as *'Golchwch eich dwylo'* ('Wash your hands') and *'Eisteddwch'* ('Sit down') during snack time and *'Bore da, sut wyt ti?'* ('Good morning, how are you?') and *'Beth yw'r tywydd heddiw?'* ('What's the weather today?') during circle time sessions. However, not all practitioners take advantage of every opportunity to encourage children enough to respond in Welsh.

Practitioners promote children's spiritual, moral, social and cultural development well. This promotes the children's awareness of Welsh traditions and celebrations effectively by singing Welsh songs and planning activities for them to learn more about St David and St Dwynwen. Practitioners create activities that encourage children to use their curiosity and focus on their awe and wonder about the world in a variety of contexts. These include studying the life cycle of caterpillars or learning about the conditions that tomato plants need to grow.

Practitioners focus on honesty, fairness and respect in all activities and ensure that children understand that they need to treat each other and their environment and resources with care. Appropriate learning and play opportunities are provided to develop children's social skills. These include taking responsibility for tidying up at the end of the sessions, setting the plates during snack time, taking turns on the bikes and listening to each other during their tasks.

Practitioners have a good understanding of their roles as key workers for groups of children and observe their development and plan the next natural steps for them. They implement an initial assessment for each child to establish a baseline and use an 'All about me' sheet and a one-page profile to record information. In turn, practitioners also observe and assess children regularly but informally and record their comments in a diary or a specific record. These form a basis for their summative assessments in due course. All practitioners contribute to each child's profile, even if they are not their key worker. As a result, practitioners know the children well and use this information successfully to plan the next learning steps for them in their learning and play.

Practitioners engage well with parents and carers before their children start to gain an individual perspective of their strengths and interests. These are recorded on their one-page profiles and discussed in meetings with parents.

Environment: Good

Leaders ensure that the environment is safe, welcoming and colourful. The play areas are extensive and are organised effectively to engage the children's interest and encourage them to play happily and explore curiously. They ensure that the outdoor areas provide extensive opportunities for the children to enable them to develop good physical skills and expand their imagination, their interest in learning and their desire to discover. Appropriate opportunities are provided to develop

children's understanding and awareness of their wider community. For example, there is a complement of resources available, such as dolls, puppets, costumes and books from different cultures and beliefs. The setting has plenty of varied resources of a high standard, which helps them to nurture the children's curiosity towards learning and experimenting. Resources include a supply of 'real-life' equipment and food, a sand pit in the form of a coracle, a water trough and a mud kitchen. Natural and multisensory resources are available for the children to use to encourage them to engage in 'small world' play by emulating the natural environments of animals, such as farm and zoo animals.

Leaders have effective arrangements for keeping children safe. They have robust safety systems and their records of environmental checks meet requirements and are revised regularly and in a timely manner.

Leaders and practitioners create a positive environment that encourages children to feel that they belong. They enrich this by displaying the children's family photographs alongside their creative efforts. There is a good selection of resources that are located appropriately at the children's level. This stimulates them to learn and reflects their interests, age and ability well. Leaders and practitioners ensure that there are specific periods available for children to play in the indoor and outdoor areas without interruption during sessions.

The environment promotes the children's social development effectively. There are opportunities for children to convene for a snack and lunch and to undertake table activities on good quality furniture that is suitable for their age. Leaders ensure that the children's privacy is respected at times when it is important for them to do so and offer them opportunities for quiet time to relax and sleep, when necessary.

Leadership and management: Good

Leaders have a clear vision for the setting. This is based on providing high quality care for children and providing opportunities for them to learn through play in a safe, welcoming and stimulating environment. They convey this vision successfully to practitioners and parents. By doing so, they ensure that practitioners understand them and work together effectively in a happy environment that places a firm emphasis on the health and well-being of each child. Leaders set high expectations for practitioners and value their commitment and efforts. They support the professional and personal learning needs of all practitioners to increase their knowledge, understanding and skills.

The setting has a positive ethos and children and practitioners are happy there. Important issues relating to the children's development are discussed regularly and are acted on continuously. The setting's objectives are clear and focus well on the children's learning and well-being needs. Practitioners understand and implement them and they are available to parents as and when necessary.

The responsible individual plays a core part in the setting's activities and works closely with the person in charge. This ensures that she has a sound understanding of what happens from day to day and enables her to support practitioners continuously. Leaders promote safe practices and a robust culture of safeguarding for the setting.

Leaders understand the importance of developing the practitioners' Welsh language skills and provide appropriate opportunities for them to receive training for this. Although most practitioners make a good effort to speak Welsh with the children regularly, not all are confident enough as yet to encourage children to respond in Welsh when undertaking their tasks.

The setting has a suitable procedure for evaluating its work and all practitioners are involved. Leaders also consider the views of parents and carers through questionnaires. Leaders identify correctly what the setting is doing well and what is not as effective. The outcomes of the self-evaluation procedure have a direct influence on some of the priorities in the improvement plan, with the remainder being set by the local authority officer.

Staff and resources are managed prudently by the responsible individual and leaders. Practitioners' roles and responsibilities are clear and there is a robust recruitment system in place. There are good ratios of adults to children and suitable contingency plans have been established in case staff are absent. The procedure for supervising and evaluating practitioners is effective and leads to setting appropriate agreed targets.

Suitable use is made of the Early Years Development Grant and other grants to fund training for practitioners, purchase resources and adapt the outdoor learning area.

The setting has a successful record of working with a variety of partners to improve children's health, learning and well-being. These include local authority officers, practitioners from other settings that are managed by the company and Flying Start officers, among others. Leaders also work closely with parents and carers to identify their children's individual needs and preferences before and during their time at the setting. They provide them with important information about their policies by using a regular newsletter, through digital media and by talking to them at the beginning and end of the session, where necessary.

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

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

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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