



Inspection Report

Camau Cyntaf Penpych - First Steps Penpych

**Pen Pych Community Primary School
Blaenrhondda Road
Blaenrhondda
Treorchy
CF42 5SD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

13/05/2024

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About Camau Cyntaf Penpych - First Steps Penpych

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Camau Cyntaf I Ddysgu C.B.C
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	09 May 2019
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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy, settled and enjoy attending the setting. They develop well as they follow their interests and confidently explore their play environments. Children interact positively with their friends and staff, co-operating and playing happily together. Their independence skills are developing as they participate in a variety of experiences.

Staff engage well with children and respond to their needs effectively. They plan a range of fun activities led by the children's interests and simultaneously encourage a free play learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is safe, secure and very clean. There are a range of play spaces and plenty of resources and experiences to encourage the children to play and learn independently. Staff ensure children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

Leaders run an effective and well organised setting. They are committed to providing a high-quality service. They have good systems for evaluating and improving their setting. Leaders manage recruitment and staff well. They develop very positive partnerships with parents who are very happy with the care their children receive.

Well-being

Good

Children make purposeful choices and move around the setting confidently. For example, they freely choose resources in the construction corner, explore the outdoor areas, independently use the role play kitchen items and dig for treasure in the sand pit. Some children express themselves clearly using words and phrases whilst others communicate and express their wants and needs using non-verbal cues such as pointing, or at times using flash cards.

Children arrive eagerly at the setting and cope well as they separate from their parents and carers. They form close bonds with staff, which has a positive impact on their well-being and motivation. When needed, children seek gentle comfort and reassurance from staff. For example, they approach them when they are tired or upset and feel immediately comforted by them. Children have a strong sense of belonging because their own photographs and craft work are on display throughout the setting.

Children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement when a staff member reads a book, engaging well with the story. Most children concentrate for an appropriate length of time and respond positively to encouragement from staff. For example, when using a hammer and screwdriver to build and create their own tower. They listen to instructions well, for example when they are asked to collect their plate and cup for snacks. Children thoroughly enjoy the free flow opportunities and freedom to explore the indoor or outdoor environment in any weather.

Children develop their independence skills effectively. They know the routine well and take their coats and bags off and place them, with some help, in the storage unit. Many children complete self-care tasks independently. For example, they wash and dry their hands. Children successfully learn to serve themselves at snack time, with little support from staff.

Care and Development

Good

Staff implement the settings policies and procedures effectively. The safeguarding policy meets requirements. Staff have completed their safeguarding training and respond appropriately to safeguarding scenarios. They follow effective hygiene procedures consistently. For example, they wash their hands regularly, wipe down surfaces and wear appropriate protective clothing when required. However, suitable sleeping arrangements or sleep equipment was not in place when a child fell asleep. Leaders told us that children do not normally sleep during the session. Following the inspection, leaders confirmed that equipment had been purchased to address this issue. Staff are knowledgeable about their roles and responsibilities in relation to keeping children healthy. They give children safety messages, for example, not to climb on the table as they may hurt themselves. They support and encourage children to get fresh air and provide healthy snack choices. They complete accident, incident and medication records effectively.

Staff communicate well with children and create a calm and relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills. Staff share a positive approach to managing children's behaviour and follow the setting's behaviour management policy effectively. They have developed a successful range of strategies to promote positive behaviour, such as a range of distraction methods. For example, a staff member skilfully distracted a child from throwing toys by engaging them in a game of throwing soft balls into a container. They praise children for using their words and sharing resources and this has a beneficial impact on children's behaviour and self-esteem. We heard staff say, *"Well done, good boy/girl"* and *"Da iawn"*.

Staff support children's learning and development effectively. They focus well on the interests of the child, their individual needs and development. They regularly observe children's play and learning to track their progress and this helps staff plan activities to enable children's next steps in their learning and development. The setting has worked hard to improve procedures to support children with additional learning needs and this is having a positive impact. Staff are aware of children's individual preferences and have identified and collected their favourite toys or purchased them and placed them where they are easily accessible for children. They know which children respond to which individual staff members well. Staff work well together as a team to build the children's confidence and resilience. They provide interesting opportunities, which are led by the child's choices and decisions. Staff use incidental Welsh well at the setting.

Environment

Good

Leaders ensure the indoor and outdoor environments are safe and secure. There are a range of suitable risk assessments in place ensuring staff know how to keep children safe. The external doors are kept locked and children, visitors and staff are routinely signed in and out of the setting. Staff complete daily checks of the premises and leaders ensure maintenance checks for the building and appliances are up to date. Fire drills are practised regularly and recorded to ensure all staff and children know how to evacuate the building safely in the event of an emergency.

The setting operates from a self-contained room within the local primary school. The premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development, with free flow access supported between the indoor and outdoor spaces. Leaders ensure separate areas within the playrooms allow children to choose whether they want quiet time, craft work activities, floor play or role play in the home corner area. The outdoor area is stimulating and has various covered areas for all-weather learning and play to meet children's needs. This enhances provision to support children's physical development and overall learning well. The toilets are child-sized and support children to develop their independence skills well and there is a suitable nappy change area.

Leaders provide a good range of developmentally appropriate toys and resources that engage children well. The toys, furniture and play equipment are clean and well-maintained. The setting uses natural and authentic materials in children's play effectively, for example weighing scales, hair dryer, telephone, computer, ceramic tiles, wooden resources and acorns and leaves. Leaders successfully encourage active learning through activities such as messy play, where children experiment and create art on tiles which can be wiped clean. Resources are stored at a low level so children can access them and make choices independently. For example, we saw a child help themselves to the selection of paints and felt tip pens. There are sufficient play materials to promote cultural awareness and diversity effectively. This ensures that children gain an appropriate understanding of the world they live in.

Leadership and Management

Good

Leaders are committed to providing a high-quality service and they are passionate and enthusiastic about their work. They share a clear vision for the setting and have comprehensive policies and procedures in place which contribute effectively to the smooth running of the setting. Leaders regularly review these policies and procedures and ensure staff implement them successfully. There is an accurate and clear statement of purpose. Leaders ensure they collect, record and monitor the required records. We looked at a sample of records including registers, children's records and accident forms, which were all well-maintained. The majority of records are electronically maintained. Leaders ensure they engage with Care Inspectorate Wales and other regulators when necessary.

Leaders have an effective self-evaluation system in place to help them plan how they will improve their service. This includes using the feedback from staff, parents and children to review the quality of their care. They have developed a written report which highlights strengths and areas for improvement. For example, staff training, developing displays and providing additional resources to benefit the children.

Leaders follow a safe recruitment process to safeguard children. They have good systems in place to update suitability checks for all staff as required and they successfully implement an effective induction procedure. Staff are qualified and hold up to date certificates for safeguarding, food hygiene and first aid. Regular meaningful supervision and yearly appraisals are integral to their practice and drive improvement. The key worker system enables children to settle with familiar staff who understand their individual needs. Staff said they feel very well supported by leaders and they are really happy in their work.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. For example, they have introduced face to face meetings with parents and keyworkers. Staff keep parents and carers informed about what their children are learning and how well they are progressing through an online communication application and regular informal updates. Parents spoken to gave us very positive feedback about the service and the care provided to their children. Leaders and the setting have strong links with external agencies and the local primary school which supports children in their transitions into the setting and in their next stage of education well.

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
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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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