Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Camau Cyntaf Llanhari / First Steps Llanhari

Caban Clyd
Ysgol Llanhari
Llanharry
Pontyclun
CF72 9XE

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

25/10/2023

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About Camau Cyntaf Llanhari / First Steps Llanhari

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Camau Cyntaf I Ddysgu C.B.C
Registered places	69
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	First inspection since re-registration
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use, the service.

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 have extensive opportunities to make choices and decisions and as a result, they have a strong voice. They are extremely happy, settled and interactions between children are exemplary. Children follow their own interests and are developing independence skills exceptionally well.

Staff have a thorough understanding of their role and fully implement policies and procedures to promote healthy lifestyles, safety, and personal well-being. They promote positive outcomes for all children efficiently through their knowledge, providing a nurturing and child-led setting.

People who run the setting ensure the premises are secure, and well maintained. There is a range of play spaces to encourage children to play and learn, and these promote children's independence. The outdoor environment is also well equipped but is not always used as an extension of the indoor environment. People who run the setting ensure children have access to an extensive range of resources and equipment to nurture children's overall developmental skills.

People who run the setting have an excellent vision and run a very effective and well organised setting. They manage recruitment and staff extremely well, challenging everyone to do their best and setting high expectations. People who run the setting maintain successful links with outside agencies and develop positive partnerships with parents who are very happy with the care their children receive.

Well-being Excellent

Children are very confident communicators and have a strong voice at the setting. They have very good opportunities to contribute their ideas when planning the activities on offer. Children self-register and communicate how they are feeling. They are confident in their communication with each other and with staff. For example, children who wanted to paint a picture confidently asked for paper and were able to complete their chosen activity. As a result, children know their opinions and interests are acted upon and respected.

Children feel very safe and are extremely happy at the setting. Arriving at the setting, they go straight to play in one of the areas and help themselves to resources of interest. Children feel valued and have a strong sense of pride. For example, they smiled when staff gave them praise for placing their belongings on the pegs and joining in during a group activity. This leads to a strong feeling of self-esteem among the children.

Interactions are excellent. Children interact exceptionally well with staff who are very familiar to them. Nearly all children interact very well with each other and have positive relationships. Children chat happily and intently around the table during snack time. They respond positively to staff who encourage them to try new foods and congratulate each other when doing so. Interactions between children are also very positive during play and they form constructive relationships. For example, whilst playing in the sand, they chatted naturally and discussed how to build a castle and move the sand.

Children thoroughly enjoy their play and learning opportunities and are self-motivated in the activities they choose. Younger children have great fun as they play happily together on the slide. They shriek with excitement and congratulate each other for reaching the bottom. Children are inquisitive and keen to show adults what they are learning. For example, some children wanted to show us their artwork and discussed the eyes of the ghost in the painting. Almost all children are keen to join in group sessions and eagerly engage with the dance and movement activity.

Children have very good opportunities to develop their independence. They access the toilet facilities freely, wash their hands independently and capably tidy up after play. They naturally try to do things independently before staff intervene, such as wearing their coats before going outside and collecting their belongings. They confidently move around the learning areas, accessing resources to support their interests.

Care and Development — Excellent

Staff fully understand and implement policies to promote the safety and wellbeing of children. They complete paediatric first aid training, enabling them to deal with minor accidents confidently. Staff promote healthy eating by preparing a daily healthy snack, with milk and water to drink. They hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe. They promote children's physical well-being successfully through regular exercise such as yoga, dance, and outdoor play at set times. They have a thorough understanding of child protection procedures and responded well to scenarios discussed during the inspection. They are aware of the safeguarding policy and their duty to report concerns to the safeguarding officer. Staff complete regular fire drills which are timed, dated, and evaluated to ensure children are familiar with procedures. As a result, children's safety and health is promoted at all times.

Staff fully understand the behaviour management policy and consistently implement positive strategies. They regularly offer praise, encouragement, and positive reinforcement to children for good behaviour and accomplishing their goals. Staff are excellent role models. They encourage good manners and remind children to say 'plîs' and 'diolch' as a matter of course. They create positive relationships with children in their care. As children play, staff show a great interest in their activities and discuss tasks in a calm and very supportive manner. For example, we saw staff offering support and alternative solutions when two children were building fishing rods. Children responded by using the same positive language with each other, resulting in positive interactions between the children. Interactions are consistently warm, engaging and demonstrate sensitive and genuine understanding and kindness towards the children. As a result, children's behaviour and interactions are very strong.

Staff ensure children are at the centre of their own learning. They support the choices of children, allowing them to have opportunities to follow their own interests and to have regular input into the planning. Staff observe children's progress and assess children's development to plan for their next steps through activities that meet their interests. Staff fully support and provide for children's additional needs. They take purposeful action in a timely manner and make effective use of strategies to support children. Children attend the Welsh-medium primary school and staff ensure they promote the Welsh language at all times. Many staff are skilful in immersing the children in the Welsh language through songs and stories as well as focused activities such as singing time. A minority of staff are developing their own Welsh language and are proactive in doing so, engaging with the children when they themselves learn new words and vocabulary. Children respond enthusiastically to the effective questioning and positive outlook the staff skilfully role model for them.

Environment Good

People who run the setting have comprehensive systems and procedures in place to ensure the environment is safe and secure. The premises is a new build located on the grounds of Ysgol Llanhari and it is light, airy and well maintained. People who run the setting keep a record of visitors who enter via the main secure door. They ensure that medication and cleaning materials are stored safely out of the reach of children. Consistent cleaning routines result in an extremely clean, and well-maintained environment. People who run the setting complete detailed risk assessments which are regularly reviewed. These inform the daily checklists that staff complete to identify risks to children and as far as possible, eliminate these. They work with the school and local authority to complete all building maintenance and servicing of utilities and equipment.

People who run the setting ensure the suitability of the environment for children and adults with an office for confidential conversations and separate kitchen and staff room. There are good facilities available for children to use the toilet and handwashing basins independently and these ensure and respect their privacy. The indoor and outdoor areas are organised appropriately with interesting zones for play and learning. Inside, children move from one activity to another effectively. There are large, wide doors leading from the indoor area to a covered area for all weather learning and play. However, this is not used consistently to its full potential. During the inspection free flow opportunities between indoor and outdoor were not available as children accessed the outdoor at set times. People who run the setting provide parents and visitors with clear information about the setting. Various information including staff details, menus, exclusion due to illness and safeguarding information is on display at the entrance of the building. Staff ensure that the environment is welcoming and attractive with children's artwork and photographs displayed. As a result, children have pride in their work and a strong sense of belonging.

People who run the setting ensure the quality of the resources. Indoor furniture, equipment, and toys are appropriate, of a high standard, and are well maintained. Outside there is a good range of resources and areas of learning, however, during the inspection a few resources were not well maintained. This was discussed, and since the inspection the person in charge informed us that they have begun to address these matters. They ensure that a range of resources are kept at the children's level and accessible to them. As a result, children are very familiar with fetching and returning equipment to the appropriate places which allows them to develop their independence skills. People who run the setting provide stimulating resources for all ages and stages of development. This promotes children's skills through sensory, imaginative, creative, and physical play. For example, children take risks and develop their skills during role-play in the home corner using 'real objects' such as cups, saucers, and tea pots.

These imaginative resources as well as robust wooden furniture facilitate learning opportunities. Children’s personal and social development is also encouraged well through access to multicultural toys and books. Their understanding of sustainability is developed using recycled materials and facilities.

Leadership and Management — Excellent

The leadership and management of the setting is very effective. People who run the setting fully understand their role and responsibilities. They engage positively with CIW and are keen to drive improvement. The person in charge is experienced and has a strong vision for the setting, which is shared effectively with staff and other stakeholders. The team benefits from the company's strong support network and established processes. People who run the setting ensure there are comprehensive policies and procedures in place and records are kept.

The self-evaluation process is exemplary. People who run the setting are reflective and identify areas of strengths and improvements, by considering the views of staff, parents, and children. They ensure this is a continuous process of identifying the setting's strong aspects and those that need to be developed further. People who run the setting set, and evaluate appropriate priorities, accurately identifying targets for the setting in the improvement plan. An example of one of these priorities is to embed the new planning system and ensure all staff are effective in their roles to facilitate learning in all areas of learning. People who run the setting prepare a clear action plan which has measurable targets and timelines in order to drive these improvements.

People who run the setting manage staff effectively and follow robust recruitment procedures. They ensure that there are enough qualified staff to care for children and that the adult to child ratio is maintained. People who run the setting ensure staff complete mandatory qualifications and that all staff hold a current Disclosure and Barring Service (DBS) certificate. They carry out regular supervision and appraisal meetings and plan for staff development. Staff complete weekly overview sheets which feeds into the review of the setting. All staff we spoke with said they are very happy working at the setting, feel valued and very supported by approachable leaders. As a result, staff are confident and passionate about their work and value opportunities to develop their skills to benefit the children in their care.

Partnerships are excellent. People who run the setting have positive links with a wide range of professionals, schools, and other stakeholders. They ensure all communication with parents is valuable in order to promote positive outcomes for children. For example, staff use an app to document children's achievements and share information with parents such as photos and observations as well as personal care information. People who run the setting ensure they work with parents when considering children's next steps and include parents in setting targets for children. People who run the setting have a complaints policy and procedure in place although no complaints have been received. Parents are very complimentary of the setting.

They speak highly of the staff and the care their children receive, commenting on the setting’s homely feel. Parents also told us they feel staff support their children’s individual needs and receive excellent communication via the app.

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

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

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Provide valuable opportunities for children to develop their skills in the outdoor area and ensure free flow access between the indoor and outdoor areas.

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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