Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Camau Cyntaf Gruffalos Den**

**Gruffalos Den Nursery**
**Glyncoch Community Regeneration Centre**
**Clydach Close, Glyncoch**
**Pontypridd**
**CF37 3DA**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



## Date Inspection Completed

29/01/2024

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# About Camau Cyntaf Gruffalos Den

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Camau Cyntaf I Ddysgu C.B.C |
| Registered places | 24 |
| Language of the service | Both |
| 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? | 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 | **Good** |
| Care and Development | **Good** |
| Environment | **Good** |
| Leadership and Management | **Good** |

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

## Summary

Children are happy and settled and have good opportunities to make a variety of choices. They play freely and express themselves positively. Children have fun playing with their friends and form close relationships with staff. Their independence skills are developing well.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff know children well and ensure they provide care that meets individual children's varying needs.

People who run the setting ensure it is well maintained and building safety checks are completed in a timely manner. They ensure the environment is organised and well equipped. They provide a range of resources which promote children's development and imaginative play.

People who run the setting ensure a good level of care for children. They invest in and support staff's professional development, ensuring all staff feel valued. They evaluate and plan for improvements where necessary in order to benefit the children in their care.

## Well-being Good

Children have good opportunities to make decisions about how they spend their time. They follow their own interests, moving freely between learning areas as they explore the activities and resources on offer. Children know their requests are listened to and responded to by staff. For example, a child asked for more flour for their gloop mixture because it was *"too runny",* and this was granted. At snack time, they are confident choosing what they would like to eat and drink.

Children feel safe and happy because they have strong bonds of attachment with staff, and their needs and feelings are consistently acknowledged. We observed many children seek out hugs when they were upset, with staff providing comfort and reassuring words. Children receive frequent praise for their efforts and achievements, which enhances their self-esteem. For example, one child smiled and jumped up and down with delight when they were praised for sharing resources.

Children form close friendships and interact well. The enjoy one another's company and play happily together, sharing plenty of smiles and giggles. They show a strong willingness to share resources and take turns in their play. For instance, we saw children contently pouring sand from cups as they chatted about how they would share the sand to build a castle and take it in turns to fill the bucket. Older children behave well and respond positively to the occasional prompt from staff, showing they can manage their own behaviour.

Children thoroughly enjoy their play and learning. They gain pleasure and enjoyment in the opportunities available to them and sustain great interest in their play. For example, we observed a group of children in the role-play area as they made themselves breakfast. They included staff in their play by asking *"What do you want for breakfast?"* and asked for help to take the lid off their pot of jam so they could make toast. They show excitement in focused activities such as 'sleeping bunnies', squealing with delight as they eagerly await to wake up.

Overall, children develop their independence skills successfully. They freely access resources they want to use to support their interests and ask staff for help if they cannot find something they want. During snack time, older children use tongs to select their own food and pour their own drinks. They ask for help with confidence when they need it. For example, we heard a child ask a member of staff to help them put their apron on so they could play in the water. Most children help to tidy up and put resources away.

## Care and Development — Good

Staff have a good understanding of their roles and responsibility to keep children safe. They have a thorough knowledge of the safeguarding procedures to follow if they have concerns and their own duty to report these. Staff keep written records of concerns, accidents and incidents involving children and they inform parents of these. Staff ensure that medication is stored safely, and written permission is obtained before any medication is given. There is a medication policy in place that contains a form to record any administration of medication to a child. However, a few forms were incomplete and missing information. Additionally, the form available to staff does not provide for parents to acknowledge each entry of administration. This was discussed during the inspection and leaders confirmed they would review this immediately. They ensure staff and children are aware of how to leave the building safely by conducting regular fire drill practices. Staff promote health and hygiene at the setting. For example, they encourage and support children to wash their hands before food and promote healthy eating at snack time. Staff ensure children have access to outdoor play experiences and exercise. Information relating to children's allergies and medical conditions is shared and accessible to all staff. Staff implement good hygiene practices and follow nappy changing procedures appropriately.

Staff are consistently very warm, patient and kind in their interactions with the children. They have a good understanding of children's development and their varying needs, and how these can impact on behaviour. Staff display a good understanding of the behaviour management policy and consistently implement positive behaviour management strategies. They sit with children during snack time to encourage positive interactions and a social experience for children. They use gentle tones and positive reinforcement with the children. We heard staff saying, *"Well done, that's amazing"* when children attempted to pour their own drinks. They promote positive behaviours and manners with children, regularly reminding children to use 'please' and 'thank you'. This has a positive impact on the children's language and interactions. For example, during a messy play activity, we heard children use the same positive and polite language such as *"Can we have some more water please?"*

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress and work with parents to understand children's likes and dislikes. This helps staff plan activities to enable children's next steps in learning and development. Staff provide a good variety of activities and opportunities for free play and allow children to follow their own interests, which motivates them to learn. They naturally promote children's learning as they play. For example, we heard a staff member chatting with a child about the vehicle they were playing with, discussing how fast it went and what noise it made.

Staff often use incidental Welsh during the day reinforcing language patterns such as *“Pwy wyt ti…?” and “Wyt ti eisiau…?”* Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit individuals. Children with additional needs are well supported, and staff work effectively with outside agencies to ensure the best outcomes for children.

## Environment — Good

The setting is run from a shared building which other users have access to. People who run the setting provide a secure entrance and exit and staff ensure there is only authorised entry to the setting, keeping a log of any visitors. Children access the setting via a side gate which is locked and secure. Staff complete daily safety checks to ensure hazards are identified and as far as possible, risks to children are eliminated. There are a range of risk assessments in place to keep children and staff safe. However, during the inspection visit, we identified the risk assessment for the premises, both indoors and outdoors was not up-to date. People who run the setting promptly reviewed and updated this during the course of the inspection. They ensure the building is maintained and safety checks are conducted and reviewed in a timely manner.

People who run the setting ensure the suitability of the environment with an office for confidential conversations and separate kitchen for food preparation. They have agreed the use of a separate staff area and toilets within the shared building for staff use. People who run the setting ensure the environment offers good facilities for children to be cared for. There are a suitable number of children's toilets and nappy changing facilities to meet the needs of the children attending. These provide for children's privacy and dignity as well as support their independence. The indoor area is organised appropriately with interesting zones for play and learning that promote children's curiosity, imagination, and development. Inside, children move from one activity to another effectively. There are large, wide doors leading from the indoor area to a covered outdoor area for all-weather learning and play when children request. People who run the setting provide visitors with information about the setting.  Information including staff details, menus, exclusion due to illness and safeguarding information is on display inside the entrance of the setting. Staff ensure the environment is welcoming, and photographs of children are displayed to support children's sense of belonging. Staff provided evidence of children's work displayed in the past. They told us they have plans for displaying more children's work in the near future in order to celebrate children's achievements.

People who run the setting ensure the quality of the resources. Indoor furniture, equipment, and toys are appropriate and are well maintained. Indoors, they ensure a range of resources are kept at the children's level and accessible to them. Outside, many resources are accessible to children and others are readily requested by them. People who run the setting provide stimulating resources for the ages and stages of development of the children. 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 pots, pans and weighing scales.

These imaginative resources as well as robust wooden furniture facilitate valuable 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 materials such as paper, straw, cardboard and egg cartons during imaginative play and craft activities.

## Leadership and Management — Good

People who run the setting are experienced and manage the setting to a good standard. The person in charge benefits from the company's support network and processes. They engage positively with CIW and are keen to drive improvement. People who run the setting ensure there are comprehensive policies and procedures in place and records are kept. Staff follow procedures to record accidents and incidents and parents are informed. However, company procedures of leaders signing records during their review are not always consistently followed. Staff keep records of children attending the setting and children's attendance is monitored effectively. Records are also kept of staff on the premises, and these are mostly complete. However, there is no record of staff breaks to show when they are not caring for children.

People who run the setting complete an annual quality of care review and report. They seek views about the setting from staff, parents, and children. People who run the setting are reflective and identify areas of strength and improvements, by considering these views and those of support agencies. They ensure they evaluate appropriate priorities, identifying targets for the setting in the improvement plan.

People who run the setting manage staff effectively and follow robust recruitment procedures. They ensure there are enough qualified staff to care for children and the adult to child ratio is maintained. People who run the setting ensure staff complete mandatory qualifications and all staff hold a current Disclosure and Barring Service (DBS) certificate. They reflect on practice, and they value the contributions of staff during this process. Staff have regular opportunities to offer their views at staff meetings, in one-to-one appraisal and supervision, or at any time they feel it necessary. Staff we spoke to feel they have good opportunities for training and development.

People who run the setting have very positive links with a wide range of professionals, support programmes and agencies, 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. Wider information is shared via a webpage and newsletter. People who run the setting ensure they work with parents when considering children's interests and use this information to inform their planning and provision for children's benefit. People who run the setting have a complaints policy and procedure in place although no formal complaints have been received. Parents we spoke to were complimentary of the setting.

| 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) |
| Standard 11 - Medication | Review the procedure for record keeping in relation to the administration of medication and ensure any changes are reflected in related policies and procedures. |
| Standard 5 - Records | Ensure a record of who is caring for children at all times is maintained. |

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) |
| Ensure the setting's procedures in relation to reviewing of records is followed. |

| 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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