Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gofal Plant Cwtch Childcare Pentrebaen

Ysgol Gymraeg Coed-y-gof
Beechley Drive
Cardiff
CF5 3SG

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

16/05/2024

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About Gofal Plant Cwtch Childcare Pentrebaen

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Cwtch Childcare & Nurseries Limited
Registered places	33
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	19 October 2022
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	**Excellent**
Leadership and Management	**Good**

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

Summary

Children feel safe, happy, and valued. They feel confident that their preferences and needs are respected and acted upon by staff. Children's interactions are generally very positive. They enjoy their play experiences, and their independence skills are developing well.

Staff keep children safe and healthy. They ensure children are suitably supervised. Their interactions with children are positive. Staff observe and assess children's learning and identify developmental next steps.

The premises is very welcoming, stimulating, and accessible to all. Leaders have effective and comprehensive measures in place to meet the welfare, needs and safety of children. They ensure all children can easily access an excellent and extensive variety of age and stage appropriate resources and toys to enhance their independence and curiosity.

Leaders have a strong vision for the setting which they share with others. They maintain and share up-to-date policies and procedures. Leaders ensure the Welsh language is promoted. Leaders sometimes notify Care Inspectorate Wales (CIW) of significant events. They effectively implement meaningful self-evaluation and create targets and improvements for the future running of the setting. Overall, partnerships are suitable.

Well-being — Good

Children feel safe, happy, and valued. They arrive happy and settle quickly, playing with the resources on offer with ease and confidence. Children feel proud of their achievements. They beam with smiles when told by staff that they brush their teeth very well. During a school run, children happily greeted the staff member who collected them from school and were excited about seeing their friends at the setting.

Children have a strong voice. They choose where to sit at lunch time. Children who don't want to sit at the table, continue to play with resources of their choice and preference, which is respected by staff. Children feel they are listened to. For example, they request more foods at lunchtime, and this is promptly acted upon by staff. They move freely and confidently around the indoor and outdoor areas. For example, they run to play with the construction area and with the bikes. Indoors they choose to play with 'real life' baking ingredients.

Overall, children's interactions are positive. They feel comforted by staff. For example, they are cuddled when they fall over, and other children show empathy towards one another by also offering their caring hugs to the injured child. Children listen to prompts by staff to show manners and politeness. They say 'Please' and 'thank you' at mealtimes. Children share resources successfully. For example, they share the different ingredients to make cakes with playdough, coconut, flour, water, and other available foods. Children listen to instructions by staff. They listen when they are told not to throw play resources outdoors, and when prompted to be careful whilst climbing.

Children enjoy their play and learning opportunities. They run excitedly around the bushes and the trees and are very engaged in their play outdoors, whatever the weather. Children eagerly look for minibeasts, explore the arts and crafts area, enjoy building, and riding the bikes outdoors. Children are able concentrate for a good amount of time. For example, they excitedly engage and participate in 'The Gruffalo' story told by staff. They enjoy role play outdoors where they pretend to blast off to space with the jugs and mud kitchen resources, whilst others, thoroughly enjoy making mud cakes and soup in this area.

Children's independence is developing well. They wear their own wellies and enjoy the free-flow indoor / outdoor play environment. During lunchtime, they use stainless steel cutlery, crockery, and glass to dine. They return their crockery to the table outside the kitchen once finished. Children are independent learners and are confident to move resources from one area to another. They develop good physical and creative skills and are very curious learners.

Care and Development — Good

Staff keep children safe and healthy. They ensure children have an opportunity to brush their teeth in a hygienic way. Food on offer to children is healthy and nutritious. On the day of the visit, there was a range of meat/fish and vegetables on offer and children were offered more food, if requested. However, parents informed CIW the food options aren't always healthy, and minimal alternative options are given to them. Staff have good knowledge of children's intolerances and dietary needs, and these are labelled in the kitchen area. Staff ensure they wash their hands before assisting children at mealtimes and ensure children wash their hands too. Those preparing foods for children wear PPE and have a current food hygiene certificate. Staff adhere to the nappy changing policies and procedures to meet infection prevention and control guidelines. Staff know their responsibilities in relation to safeguarding and child protection. They answer potential safeguarding scenarios successfully. Staff ensure incidents and accidents records are signed and pre-existing injuries are recorded. Most staff have received paediatric first aid and safeguarding training. Staff ensure children are suitably supervised.

Staff interactions with children are good. They greet and welcome children on their arrival which gives children a sense of belonging. Staff promote children's self-esteem through regular praise. For example, "*da iawn, canu da"* for singing well, "*da iawn bawb*" for sitting nicely, as well as giving them a 'high five.' A staff member gave special praise for a child who was kind, helping his friend to potatoes from a bowl at lunchtime saying, "*good boy, that's very kind*." During nappy changing, staff successfully distract and keep children happy by engaging positively and singing songs with them, such as 'Twinkle Twinkle Little Star.' Staff encourage children to be safe during a school run as they prompt them to hold hands and have lovely conversations with them. They ensure children's seat belts are fastened and checked. Staff encourage children to be kind to each other at times when they want the same resource. For example, they tell children to use 'kind hands' when they want the same bike and encourage them to use 'high fives' afterwards.

Staff ensure children's developmental needs and preferences are considered and acted upon. During circle time, staff sing Welsh songs to children and check in with them about their feelings. They ensure children have opportunities to learn Welsh and English words through songs and stories. Many staff members use Welsh with children. Staff have good knowledge and understanding about additional learning needs, and they identify the needs of all individual children as they play. They carry out observations and assessments on children and can identify their developmental next steps. Staff and leaders ensure that in the moment planning is ongoing, and children have good opportunities to engage in Welsh culture, multicultural celebrations, and experiences.

Environment — Excellent

Leaders have comprehensive and highly effective measures in place to ensure that everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is very safe, secure, and well maintained indoors and outdoors. Leaders effectively organise consistent cleaning and hygiene routines. They successfully minimise any risks to children's health and safety by completing very detailed comprehensive general and fire risk assessments, which are consistently reviewed, audited, and acted upon. They ensure all staff supervise children extremely well. Leaders and staff completely understand and continue to assess the difference between acceptable and unacceptable risks, and the risk benefit factors for the children present.

The premises is very welcoming, highly stimulating, and accessible to all. Leaders ensure the environment has extensive indoor play space for children to move freely and explore. They ensure the environment always meets the children's needs. Leaders ensure that the outdoor play space is always used and is an extension to the indoor learning environment. They extend children's knowledge and understanding by offering an excellent range of resources which challenges and consistently stimulates their curiosity and interest. Leaders organise the environment exceptionally well so that it provides a range of play opportunities suitable for all the age ranges cared for.

Leaders ensure all children can easily access a varied and extensive variety of age-appropriate furniture, toys, and equipment both indoors and outdoors to stimulate the children's interest and imagination. They provide resources to promote children's curiosity about the wider society, promoting equality, and learning about cultural awareness. For example, the use of dolls, and there are a range of Welsh and English books available. There are an excellent range of real-life foods and utensils, clothing, bowls, and crockery used by the wider society. There is a large, interesting, and exciting outdoor play area which is well maintained and presents challenging opportunities for the children. Leaders ensure children have positive and varied experiences in the outdoors whatever the weather and staff measure the positive benefits of taking risks. There is a natural area as well as a very large mud kitchen area, along with loose parts to build their own large models and structures. There is a highly resourced art cabin in the outdoor area which provides children with a large range of art materials, and extensive materials for children to be creative and independently explore textures and colours.

Leadership and Management — Good

Leaders have a strong vision for the setting that they share effectively with others. They maintain and share an up-to-date comprehensive and professional statement of purpose. This accurately reflects the service provided and exceeds the national minimum standards, which has been shared with CIW during the inspection. Leaders are knowledgeable about their regulatory responsibilities. They regularly review and update their policies and procedures and ensure these are implemented in practice.

Leaders implement and review their comprehensive operational plan. They inspire and lead their teams effectively, ensuring they have access to training and lead their own projects. For example, staff have responsibilities, such as improvements of the environment indoors, and outdoors. Staff have chosen to access different training courses, such as Welsh training, the curiosity approach, Additional Learning Needs (ALN), Curriculum for Wales, planning and assessment, sign language, and explore the approaches of different childcare philosophers. Leaders have a good understanding of their responsibilities to promote the Welsh language and are working towards the ‘Active Offer’ of the Welsh Language.

Leaders ensure safeguarding is prioritised. They have robust procedures, and they are fully aware of their responsibilities to protect children. The safeguarding policy has been amended and updated during the inspection process to include up to date guidance. Leaders have good processes in place to deal with any concerns and make records if needed.

Leaders implement meaningful self-evaluation effectively. They have a setting development action plan which is an ongoing document they are consistently reviewing. Leaders have completed a quality-of-care review. They regularly seek and actively implement the suggestions of children, their parents/carers, practitioners and other interested partners and act upon these suggestions and positive comments.

Leaders ensure recruitment processes are in place and disclosure and barring service (DBS) checks are current. Staff wellbeing is good, and staff are very happy. Leaders implement an effective induction procedure for all staff, and they feel motivated. They identify personal training goals and implement these. Regular and meaningful supervision and appraisals are implemented in practice and drive improvement. Leaders ensure staff are deployed effectively to ensure staffing ratios and children’s needs are met. They sometimes engage with CIW about significant events and changes. However, there are significant event notifications that haven’t been shared with CIW. This is an area for improvement, and we expect the provider to take action. The self-assessment of service statement (SASS) has been completed.

Partnerships are suitable. Leaders ensure there are communication systems in place for parents. They have a website and an online app that provide details of children's accidents and incidents, pictures, observations, and activities. Leaders and staff have very strong links with a wide range of professionals, for example the Additional Learning Needs (ALN) inclusion team, the local authority and flying start. They arrange visits within the local area and support the local community and charities. Parents told us their children are happy when they are at the setting. They would appreciate alternative food options to be provided, better feedback about the children's activities and are unaware of how to raise any concerns if they had any. Other parents feel the setting is excellent and say their children love going there as they build strong relationships with children and staff.

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

31	The responsible individual must ensure they inform Care Inspectorate Wales of all significant events in a timely manner.	New

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 4 - Meeting individual needs	Ensure there are alternative food choices for children
Standard 6 - Working in partnership with parents	Strengthen the information that is shared with parents in relation to policies and children's daily experiences

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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