Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Y Bont Faen Child Care**

**Y Bont Faen Primary School**
**Borough Close**
**Cowbridge**
**CF71 7BN**



## Date Inspection Completed

16/01/2025

***Welsh Government © Crown copyright 2025.***
*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk*
*You must reproduce our material accurately and not use it in a misleading context.*

# About Y Bont Faen Child Care

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Sessional Day Care |
| Registered Provider | Y Bont Faen Childcare |
| Registered places | 47 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Post registration inspection |
| Is this a Flying Start service? | No |
| Does this service promote Welsh language and culture? | This service is not making a significant effort to promote the use of Welsh language and culture. |

| | |
|---|---|
| Well-being | **Excellent** |
| Care and Development | **Good** |
| Environment | **Good** |
| Leadership and Management | **Adequate** |

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

## Summary

Children have excellent opportunities to make choices and decisions. They express themselves very well, their voice is strong. Children are happy and valued, interactions are meaningful and sincere. They are interested in their play and learning. Children are developing their independence skills well.

Overall, staff understand and implement policies and procedures to promote the safety and well-being of children. Staff praise children and support a seamless transition from nursery to wrap around care. They are warm, kind and caring. Staff have a good awareness of the children's needs.

Leaders ensure the environment is safe, secure, and well maintained. The environment is bright, light, and airy. The service provides a varied range of opportunities and activities for children both indoors, outdoors and within the local community.

Leaders have a strong vision for the setting, which is shared with others. They have an awareness of the national minimum standards and regulations. However, improvement is required to comply consistently. Leaders engage successfully with CIW. Following the inspection they have taken prompt action to address any recommendations for improvement.

## Well-being Excellent

Children have an excellent range of opportunities to make choices and decisions. They express themselves very well. For example, children confidently say, *"Mrs T I want to come outside".* Children freely decide what activities and resources they want to play with, from the plentiful options inside and outside. They choose to play outside or continue with their play inside. Children say when they have had enough at lunch or if they do not want snack, with their wishes respected. They confidently tell us, Care Inspectorate Wales, (CIW) what they enjoy playing with at the setting.

Children are happy and valued. Those who have recently started have settled successfully and all know the routine very well. Children have positive relationships with each other and staff. They receive regular cuddles and comfort. We saw a child fall off a bike, they were provided with first aid, have a cuddle and quickly return to their play. They positively engage in group time activities and take turns joining in discussions about a story and their own experiences. We saw children laugh and smile whilst playing, particularly enjoying a game of *"What's the time Mr Wolf*".

Children cope extremely well at the setting. There are efficient transitions in place. Children clearly enjoy their time at the setting. They have a strong sense of belonging and form strong relationships with one another and staff. We saw children call one another and staff by their names. Children are active, engaged and play very well together. We saw a small group of children engage in water play, pretending to make a *"Volcano".* They interact at mealtimes and many listen to instructions well. Children explore the environment and engage in mostly child led activities, with adult support, alongside one to one and group activities. Children express themselves well, we saw a small group of children engaging in imaginative role play. Interactions are meaningful and sincere.

Children are interested in their play and learning. They have a variety of opportunities within the setting and follow their own interests most of the time. They confidently ask each other *"Did you make it?"* when discussing a tower built on the carpet. Children take part in registration time, engage in sensory, construction and role play. We saw one child engrossed in matching shape and coloured blocks with significant concentration. They confidently explore the areas inside and outside and access nearly all equipment independently, eagerly following their own interests.

Children are developing their independence skills well. They wash their hands and access the bathroom independently, or with support if needed. Children feed themselves competently accessing their lunch boxes independently and ask for help if needed. They take responsibility for their belongings and support staff with tidying up.

## Care and Development — Good

Overall, staff understand and implement policies and procedures to promote the safety and well-being of children. Staff understand their role in protecting children and suitably answer safeguarding scenarios. However, not all staff have undertaken the appropriate level of training as outlined in the national minimum standards. Staff have current basic first aid training. However, they do not meet the expectations within the national minimum standards and regulations for paediatric first aid. This area for improvement, was achieved following the inspection visit, prior to the report being published. Staff members have now completed paediatric first aid training. Some staff have food hygiene training. Parents provide a lunch box and afternoon snack. Children freely access their drinks as they wish. There are systems in place to meet allergy and dietary needs, the setting is a *'nut free'* environment. There are suitable hygiene practices in place. We saw staff clean surfaces and encourage children in handwashing prior to meals. Staff wash their hands after wiping children's noses and use hand sanitiser.

Staff understand the behaviour management policy and implement positive strategies successfully. They know the children very well. There is a seamless transition and continuity of care within the wrap around setting. Staff use positive reinforcement regularly, encouraging children through praise. We heard staff say, *"Good girl/ boy", "Da lawn", "Well done" and "I love the way you managed that!".* They encourage children to share and remind them to use manners, prompting *'please'* and *'thank you'*, if needed. Staff are very calm and engaging. They interact positively demonstrating warmth, kindness, and patience. Staff support children in their play. Engaging and interacting at children's levels. During registration, children help staff to count how many children are present and remember the days of the week.

Staff provide a range of play and learning opportunities. Most are child led, with group times and one to one activity taking place. Staff observe and support children in their play. They play alongside children looking for opportunities to extend learning. For example, during outside play, staff develop large group games such as *'ring a ring a roses*.' They talk to children about upcoming events and naturally introduce learning of colours and numbers into conversations. Planning is in place and children's interests are acted upon. Observations are completed. Staff have an awareness of additional learning needs, with systems in place to support children and families. Staff promote Welsh well, introducing phrases into conversations and as part of the daily routine.

## Environment — Good

Leaders ensure the environment is safe, secure, and well maintained. The main entrance is secure with key fob systems throughout the building. Digital signing in and out systems are in place for visitors. There are a range of effective risk assessments in place. These include areas of the building, alongside specific risk assessments for activities, such as small parts and baking. However, they are not dated, it is therefore unclear when they have undergone review. Following the inspection, leaders confirmed that review dates are now included. Staff complete daily health, safety, and cleaning checks. Regular fire drills are completed at different times of day, although lack detail. Following the inspection, leaders confirmed that more specific information has now been added. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Effective cleaning routines are in place.

Leaders ensure the service provides a varied range of opportunities for children. The environment is bright, light, and airy. The large indoor space allows children to freely move, within zoned areas of play. Including, messy play, *'Narnia'* sensory room, home corner, construction, mark making, IT, book corner and low-level snack area. There are suitable toilet facilities and a separate cloak room for children's belongings. Children's artwork is hung on display, showing self-portraits, promoting a sense of belonging. There is a range of bilingual displays. The outdoor play space is large, providing an area for ride on toys, as well as reflecting many indoor opportunities outside. Free flow between inside and outside is almost always promoted. Children benefit from use of the large school grounds. Including the poly tunnel, forest school and sensory garden. Staff confirm children attend trips to local areas of interest.

Leaders provide a range of quality, developmentally appropriate play and learning resources. Nearly all equipment is available to children, they can choose their interests independently. Leaders provide resources for all ages and stages of development, which contribute to the children progress. For example, through role play, construction play, sensory and creative activities. There are resources and learning opportunities which promote children's curiosity about the wider society, celebrating equality and cultural awareness.

## Leadership and Management — Adequate

Leaders have a strong vision for the setting, which is shared with others. They have an awareness of the national minimum standards and regulations. However, improvement is required to be fully compliant. Leaders are keen to drive improvement and engage positively with CIW. They generally keep CIW up to date with changes at the setting. Following our inspection visit, an up-to-date statement of purpose has been provided.

Regulatory records are in place, although some require more detail. There are registers for children and staff. At the time of inspection, staff registers confirmed they were present but did not include actual times they were caring for children, or when they take a break. Contracts and consent forms are in place. Basic accident and incident forms are complete and sent home to parents, although they are not signed by them. Medication forms are complete if required. Following our inspection, leaders confirmed that staff break times have been implemented, individual emergency medical consent and more detailed accident/incident forms have been introduced, with parental signatures sought. Policies, procedures, and documents are in place, and nearly all are regularly reviewed. They have public liability insurance and are registered with the ICO (Information Commissioner's Office).

Leaders have strong self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect effectively on what they do well, and how they can improve. Leaders at the setting are visible, providing regular support.

Leaders follow suitable recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place with all regulatory information included. Staff have current and up to date Disclosure and Barring Service (DBS) checks. Staff have support from their leaders. Formal supervisions and annual appraisals are mostly always complete. They have informal discussions and meetings take place regularly. They told us they feel well supported by one another and leaders at the setting. There are opportunities for staff to undertake training and continual professional development is encouraged.

Leaders have strong partnerships. They have links with a range of professionals and other childcare settings. For example, the fire service recently made a visit and promoted safety messages around fireworks. Staff confirm they regularly visit and support the local community which promotes strong links. Parents are kept informed of their children's development and progress through the online application. Verbal discussions take place at the start and end of the day. As part of the inspection process, we gained feedback from parents. Comments were very positive, including *"My child is very happy and safe. She has become more confident in so many ways and is developing well"* and *"My Child is happy, well supported with a mix of activities. Communication is good".*

| 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.

| Area(s) for Improvement | | |
|---|---|---|
| Regulation | Summary | Status |
| N/A | No non-compliance of this type was identified at this inspection | N/A |
| 24 | The registered person must consistently ensure staff members with the appropriate first aid qualification are present at all times. | Achieved |

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 20 - Child protection | Develop safeguarding training to meet the requirements of the national minimum standards. |

| 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. |

**Was this report helpful?**

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

**Date Published** 21/02/2025