Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Puddleducks All Day Care

Ysgol Trefnant
Henllan Road
Trefnant
LL3 0DQ

Date of inspection: June 2023

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Puddleducks All Day Care

Name of setting	Puddleducks All Day Care
Category of care provided	Full day care
Registered person(s)	Suzanne Van Loock
Responsible individual (if applicable)	Suzanne Van Loock
Person in charge	Nia Bates
Number of places	19
Age range of children	2 to11
Number of 3 and 4 year old children	21
Number of children who receive funding for early education	7
Opening days / times	Monday to Friday 7.45 am to-5.30pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	This is the setting's first inspection.
Date of previous Estyn inspection	15/07/2015
Dates of this inspection visit(s)	20/06/2023
Very few children speak Welsh at home.	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Adequate**
Environment	**Adequate**
Leadership and management	**Adequate**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Improve the balance between observing and intervening appropriately in children's play

R2 Develop assessment systems to support practitioners in meeting all children's individual needs

R3 Ensure that all staff have access to suitable professional learning linked to the setting's improvement priorities

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Children have a strong voice at the setting. During most of the session, children of all ages make choices about their play. They make purposeful choices and move around the playroom confidently. For example, they enjoy choosing vehicles to play on the farm in the tuff tray and building a tower with the wooden blocks. Most children are confident communicators because they know that practitioners will listen to them and respond. Some express themselves clearly using words and phrases. For example, they encourage practitioners to look at what they have been doing. Others express what they want using nonverbal cues, such as pointing or showing things. For example, they bring books to practitioners for them to read. Children who do not wish to take part in a group activity select other things to do happily.

Children are happy and settled. Most of them arrive at the setting ready to start their day and cope well as they separate from parents and carers. The few that are upset settle in a very short time after reassurance from practitioners. Children develop warm, close relationships with practitioners, which has a beneficial impact on their well-being. When needed, children receive gentle comfort and reassurance. For example, they seek a cuddle when a little unsure about unfamiliar people in the room.

Most children behave very well in line with their age and stage of development. For example, children co-operate well with each other to fill buckets with sand, one holding a bucket whilst the other fills it. When needed, children are reminded of being kind to each other and taking turns. Children know and follow the routines of the day. For example, they sit down for registration and group time and help to tidy up when it is lunch time.

Children are active and enjoy opportunities to play and learn. They are interested in and engage with the activities and experiences available to them. They are curious as they move freely from one activity to another. Children show pleasure and excitement in the things they do. For example, they squeal with delight as they chase each other on the yard outside or clap and cheer when their tower topples over. Consequently, children learn to concentrate and persevere for appropriate amounts of time, with many spending extended periods engaged in self-chosen tasks.

Through moving between activities and following their own interests, children develop confidence when making choices and seeking help when they need it. Overall, children successfully develop independence and self-help skills such as washing their hands, chopping their fruit and pouring their own drinks from the jug.

Learning (only applies to three or four year old children who do not receive education in a maintained setting):

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners have a good understanding of how to keep children safe and healthy. They implement policies and procedures consistently and are confident in their roles and responsibilities. They have completed safeguarding training and have a clear understanding of their responsibility to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Overall, practitioners implement the setting's policies and procedures in relation to hygiene, health, and safety effectively. All practitioners have suitable paediatric first aid training. Practitioners supervise children well and follow appropriate procedures in relation to accidents, incidents, and the administration of medication. Leaders and practitioners promote healthy lifestyles for children, providing healthy meals and snacks and milk or water to drink. Practitioners manage children's allergies effectively and confidently meet the specific health needs of individual children.

Practitioners are very caring and supportive. They communicate respectfully with children and each other, creating a calm and relaxed atmosphere. They are positive role models for children and interact purposefully with them during their play.

Practitioners have a positive approach to managing children's behaviour, following the settings policy effectively. They use positive techniques such as praise, distraction and explanation when needed. Practitioners know the children well and

can explain when a child's behaviour is out of character and the possible reason for this, showing empathy and reassurance.

Practitioners successfully meet the individual and developmental needs of all children, including those with additional learning needs through the activities and experiences they plan and provide. They identify children who may need additional support at an early age and seek help and advice from external agencies appropriately, such as the local authority and speech and language therapists. As a result, all children make good progress.

Practitioners are responsive to children and join in with their play to support learning. However, adults intervene in children's play too frequently and, as a result, children are not always encouraged to problem solve independently. Practitioners provide appropriate resources and free choice activities that promote children's all-round development. Practitioners use a little Welsh throughout the day mainly for greetings and basic commands.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

Practitioners have high expectations of all children and, as a result, children learn how to relate to others and take responsibility for their actions. All practitioners foster values, such as honesty, fairness and respect, and promote principles that help children to distinguish right from wrong. They encourage children to form positive attitudes towards each other and to start to develop self-discipline. Adults question children well to challenge and support their learning and consequently are good role models for language. For example, they encourage the children to describe the playdough as sticky or smooth. They model correct grammar and take opportunities to extend children's vocabulary through the course of their play. Practitioners use stories with sign language to help all children develop their communication skills.

Most practitioners have suitable knowledge of child development and understand how to support and challenge children, including those with additional learning needs. Practitioners are good role models and readily interact with children during their play. However, they tend to over-direct this play and do not always stand back and observe children. As a result, they do not ensure that all children develop problem solving and exploration skills well enough.

Practitioners reflect on and adapt their curriculum suitably and are beginning to take account of the principles of the Curriculum for Wales. Some practitioners are beginning to consider how to use children's views in their planning. However, there are not enough opportunities to plan activities based on children's interests. Practitioners are aware of the progress that children make but overall, the setting's systems for recording, monitoring and reporting progress are at an early stage of development and do not always identify suitable future activities based on the children's previous learning. The setting is suitably equipped to develop children's skills. There is a wide range of media for developing mark making and early writing skills both indoors and outdoors. Resources to develop early mathematical skills are readily available. For example, children use measuring equipment to create an obstacle course from cardboard boxes. Resources include positive images of diversity, and the setting uses celebrations and special occasions to introduce some

of the traditional foods and artefacts from across the world. For example, children enjoy finding out about South Africa and Spain. Practitioners provide regular opportunities for the children to hear and use the Welsh language, by sharing stories and discussing the weather. There are limited opportunities for free painting and craft activities therefore children are not developing creative skills well enough.

Environment: Adequate

Leaders ensure that the indoor and outdoor environments are safe and secure. Suitable risk assessments are in place to keep children safe, and safety checks are carried out annually. Although the school carries out fire drills regularly, records do not show that the setting is a part of them. There are suitable toilet and nappy changing facilities to ensure children's privacy and dignity.

The playroom is welcoming, bright and well organised. It provides a suitable environment for children to play and learn. Wall displays of families and pets provide the children with a sense of belonging. There is sufficient space for children to play as well as to gather as a group or to rest and relax. Children have independent access to interesting and developmentally appropriate resources and equipment.

Children have access to two separate outdoor play areas that wrap around the building. In general, children have regular use of the yard and grassed area to the rear of the building when they are not in use by the school children. However, this is not monitored consistently to ensure that the setting children have sole use of these shared areas during their designated time. The setting has an allocated area to the side of the building which is currently being developed to include learning areas.

Leaders provide good quality, age-appropriate furniture and resources. They encourage active learning through resources such as a light table, blocks, sand and water play, that encourage children to experiment and be imaginative. Resources include suitable books and dolls that promote cultural awareness and diversity.

Leaders and practitioners ensure that resources and equipment are clean, well maintained and appropriate for the children in the setting.

Leadership and management: Adequate

The setting has a clear statement of purpose, which keeps parents well informed about what the setting has to offer. There is a good ethos among staff, and all are committed to the aims of the setting. The current practitioners have relevant and appropriate qualifications and experience of working with young children. As a result, children are nurtured well in an inclusive and welcoming environment.

Leaders ensure that a range of relevant policies and procedures are in place to ensure that the setting complies with regulations and meets the National Minimum Standards. Leaders have an awareness of the setting's strengths and take account of the views of staff, parents and carers, children, and other stakeholders. An online app helps to keep parents and carers informed about what their children are learning. Leaders have produced plans to evaluate the quality of the setting and they set appropriate actions that bring about desired improvements. For example, the setting has increased the selection of mathematical equipment and materials such as

weighing scales, tape measures, money, shapes, patterns and sequencing equipment.

Leaders carry out staff appraisal in line with requirements. However, practitioners' targets do not link clearly enough to the setting's improvement priorities, and, as a result, practitioners do not have a good understanding of what the setting is working to improve. Although the setting leader attends regular training, there are insufficient opportunities for all practitioners to receive professional learning to support them in their understanding of recent developments in education.

Leaders make effective use of available grants by purchasing new accessible furniture to improve the indoor environment. New resources have improved the quality of the indoor environment. For example, leaders have purchased a light box to help children explore different materials and colours.

There is good liaison with external agencies, which ensures provision for children with additional learning needs is suitable. The setting is based within the local primary school and leaders take advantage of this by facilitating communication between staff to support transition effectively. This allows children to move onto the next stage of their education smoothly. The setting has strong links with the local church and children attend monthly 'Bears and Prayers' sessions, which supports their spiritual development.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Publication date: 22/08/2023

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

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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Date Published 22 August 2023