Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Coedffranc Childcare

Coedffranc Junior School
Stanley Road Skewen
Neath
SA10 6LP



Date Inspection Completed

28/01/2025

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 Coedffranc Childcare

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sian Owens
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	15 December 2021
Is this a Flying Start service?	Yes
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	**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 have a strong voice and a say in how they spend their time. They form positive relationships with staff and other children helping them to feel happy and settled. Children interact well, enjoying the activities and play experiences they have.

Staff follow effective policies, procedures, and routines to keep children safe and promote a healthy lifestyle. They interact well with the children and promote positive interactions and behaviour. Staff are effective in planning suitable activities to support children's learning, development, and enjoyment during their time at the setting.

The environment is safe and secure with regular risk assessments and checks conducted by people who run the setting. People who run the setting provide an environment that allows children to explore safely. They ensure it is equipped with suitable resources and facilities.

People who run the setting are enthusiastic about developing and improving the setting. They review their quality of care annually and engage with outside agencies purposefully. Staff enjoy working at the setting, helping to create a calm and welcoming atmosphere.

Well-being Good

Children have a strong voice at the setting. They are very confident communicators as their wants, moods and needs are fully considered. Children can make requests, ask questions and share ideas with staff, who enthusiastically respond to both verbal and non-verbal communication. For example, one child requested to add cereal to the tuff tray and animals, which was followed. Children have good opportunities to make choices and decisions about their play. They can choose where to play, which areas to play in and whether to join in with adult led activities. For instance, staff brought out 'tap, tap box' and some children chose to join in with the singing, whilst others went to play.

Children are very settled, confident and enthusiastic. They arrive and settle quickly, choosing what and where to play. Children have a strong sense of belonging. They are very familiar with the routines of the setting. For example, when a staff member announces *"snack time"*, the children immediately line up to wash hands. Children's feelings, likes, dislikes and needs are acknowledged as they have good bonds of affection. They happily share their play with staff and visitors, laughing and giggling or going to staff for reassurance.

Interactions between children and adults are consistently very good. Children go to staff for cuddles, consistently chat and interact with staff and other children. For instance, children wave excitedly to children as they walk through the outdoor area. Children co-operate well. They happily play alongside or share toys and resources with each other. We saw children playing with the small world characters, acting out and responding to different scenarios including when the dinosaurs turned up at the house. Children are starting to show empathy and becoming sensitive to the needs of others. For example, when a staff member started coughing, a younger child went over to the play kitchen to 'fill up' a cup with water and handed it to them.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. Children can choose from resources set out for them or they go to get what they want or request it from staff. They take part in activities resulting in a good feeling of achievement and high self-esteem. Children are eager to show or talk about what they have been doing. For example, one child jumped up and did a victory dance after winning at snakes and ladders.

Children have many opportunities to initiate their own play, and they can follow their own instincts, ideas and interests and are supported in this. For instance, one child requested to take a piece of bubble wrap to show to his schoolteacher and this was supported. Children experience interesting age and developmentally appropriate opportunities that promote their all-round development. They are encouraged to extend their play and learning and have some opportunities to develop their independence skills. For example, children are encouraged to self-serve snack or drinks.

Care and Development Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They regularly remind children to ‘catch a cough’ and use the tissues to wipe their nose to promote healthy lifestyles. Staff identify and actively manage risks. They consistently talk to each other when they are moving around or taking a group of children on a school run. Staff encourage children to use ‘walking feet’ or remind them to keep two feet on the floor while sitting on the chair. They implement robust cleaning and good hygiene practices. For example, staff sanitise tables before snack and lunch and encourage children to wash hands after wiping their nose. Safeguarding is prioritised and staff have a very good understanding of their responsibilities to protect children. They confidently answered what they would do if they had any child protection concerns.

Staff understand the behaviour management policy and consistently implement positive behaviour management strategies. They praise children regularly, interact with individual children to support their needs and always act as good role models. Staff have a good understanding and knowledge of child development and how this affects children’s behaviour. They encourage older children to support good behaviour. For instance, staff explain to older children that younger children look up to them and they need to be a good role model. The interactions are positive demonstrating warmth and kindness. Staff are sensitive to the needs and experiences of individual children, and they support children to speak or express themselves well. They respond positively to children’s interactions and support their choices and views consistently.

Staff are committed to providing a broad range of play and learning activities for children. For example, they offer physical, imaginative, creative and social activities as well as opportunities for play outdoors. Staff assess children’s engagement with activities and change activities, resources and areas depending on their use. They review their planning and activities to ensure that they benefit the children in their care. For instance, staff have tried a variety of planning documents, making changes and improvements in order to best support the children’s needs. Staff are aware of children’s individual development. They observe children and plan well for the next steps, regularly reviewing progress. Staff recognise when children may have additional needs. They support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care. Staff take appropriate action in a timely manner and make good use of the support services. They offer some opportunities for children to develop their independence skills and encourage children to try things for themselves before offering support.

Environment — Good

People who run the setting ensure that the environment is safe, secure, and very well maintained. Staff consistently lock and secure doors and there is a signing in book to record visitors to the setting. People who run the setting complete effective and accurate general and fire risk assessments, which are regularly reviewed and acted upon. Staff carry out daily visual risk assessments as well as cleaning and tidying throughout the day. People who run the setting ensure safety checks are carried out regularly. For example, there is an annual gas safety check and regular fire extinguisher and emergency lighting checks. People who run the setting and staff practice fire drills ensuring children know what to do in the event of an emergency.

People who run the setting ensure the environment has good indoor play space for children to move freely. There is space for playing on the floor, at tables or outside. They ensure the environment meets most of the children's needs and enables most of them to reach their full potential. There is important information displayed around the environment. For instance, there is a list of permissions and individual needs on display as well as a safeguarding flow chart and important contact numbers. There is a display of children's work giving them a sense of belonging. People who run the setting organise the environment well so that it provides a good range of play opportunities suitable for nearly all the age ranges cared for. For example, people who run the setting consider individual needs and development and use two playrooms to allow children to explore safely. Children have freedom to safely explore their indoor and outdoor environment. People who run the setting ensure that any outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a good range of resources. The premises are welcoming, warm and accessible to all.

People who run the setting provide a good range of age-appropriate furniture and equipment. For example, child size tables and chairs and low-level storage drawers and shelves. People who run the setting ensure there is a wide range of good quality toys and resources. We saw a range of books, small world play such as dinosaurs, farm animals, construction blocks, musical, and sensory resources. They ensure they are clean and well maintained. Some resources are of natural materials and some support diversity and cultural awareness. Outdoors offers a range of resources including bikes, a mud kitchen, cones and wooden pieces which offer open ended play. For instance, children use wooden pieces to build a balance course and support each other to complete it.

Leadership and Management — Good

People who run the setting work purposefully to develop and improve the setting. There are confident and passionate leaders who work positively. There is an up-to-date satisfactory statement of purpose that reflects the service provided and meets the National Minimum Standards. People who run the setting have a range of policies which are implemented in practice and reviewed annually. They ensure staff implement current best practice relevant to the children in their care and that the required records are accurately kept. For example, they have contracts, permissions and records about accidents, incidents and administered medicines. People who run the setting ensure that they engage and notify Care Inspectorate Wales of significant events and complete their Self-Assessment of Service Statement.

People who run the setting actively implement self-evaluation. They seek the suggestions of children, their parents/carers, staff and other interested partners. They produce an appropriate quality of care report, which shows the positive feedback they receive from parents.

People who run the setting follow a safe recruitment process to safeguard children. They carry out pre-employment checks on staff before starting work. The performance management process is worthwhile and encourages practitioners to attend a range of training. For example, staff attend safeguarding, first aid, supporting transition and PREVENT. There is a culture of continuous professional development which is modelled by leaders. Basic supervision and appraisals are carried out and staff say they can speak to leaders about anything. However, supervisions are not formally recorded. Since the inspection visit, the people who run the setting have developed a document to formally record the regular supervisions. People who run the setting ensure that staff are deployed well to ensure staffing ratios and children's needs are met. They ensure that there are good arrangements in place for staff absence.

People who run the setting ensure that all communication and engagement systems with parents are good. They keep parents informed about children's wellbeing and to support their needs. Staff share information verbally at the end of the session as well as sending digital messages. Parents told us that the staff are excellent, they understand children's individual needs, support parents and the children love attending. People who run the setting ensure that when there are concerns about children's progress or development there are procedures and protocols in place for sharing information. These are followed consistently, and children have benefitted from the action taken. People who run the setting have good links with a range of professionals and the community. They respond positively to information and advice given to improve children's well-being and identified needs.

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	N/A

	inspection	
28	The provider has not always obtained full information in relation to the suitability of employees. They must ensure that they obtain a full employment history of every employee including a satisfactory explanation of any gaps.	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)
	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)
Ensure supervisions are formally recorded.

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 24/03/2025