Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gofal Plant Flourish.Cymru Childcare At Ysgol Dolau Primary School

Dolau Primary School, Bryncae Llanharan, Pontyclun, CF72 9RP

07517894272

Date(s) of inspection visit(s): The inspection visits for this service took place between 07/01/2026 and 14/01/2026

Service Information:

Operated by:	Flourish.Cymru International Ltd
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children have good opportunities to make choices and follow their own play and learning interests well. They settle quickly as they are warmly greeted by friendly staff. Children interact positively with their friends and those caring for them. They are enthusiastic and interested in their play and learning experiences.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They have a warm and kind approach to care giving and work hard to meet children's individual needs. Staff manage interactions positively and organise a good range of play and learning experiences.

The environment is secure, clean, and welcoming. Leaders maintain effective safety systems, and staff ensure indoor and outdoor areas are well organised and inviting. Leaders provide a good range of open-ended, authentic resources that support children's independence, curiosity, and

holistic development.

Leaders have a clear vision, which they share with staff. They are motivated and regularly review the setting in order to continuously increase the quality of care offered. Leaders support their strong team of staff very well. They have established good partnerships with parents and outside agencies. Parents speak very highly of the personalised care given.

Findings:

Well-being — Good

Children enjoy a choice of activities and learning opportunities at the setting, with the freedom to explore the areas as they wish. They express themselves successfully, for example by asking to take part in yoga or sharing their feelings during circle time. Every child enjoys a personal conversation with staff who listen to them warmly, responding appropriately to *Pam wyt ti'n hapus heddiw?* Children's interests contribute to planning and staff use this information effectively to enhance popular areas of play. For example, they add resources to the playdough table to extend learning and encourage creativity.

Children are happy at the setting. They settle quickly and are comforted by warm, friendly staff. Children are familiar with the daily routines, such as preparing for lunchtime, which helps them feel secure and promotes a sense of belonging. They are relaxed and engaged during circle time. Children feel confident to talk about emotions and join in with singing. They have formed positive emotional attachments and enjoy sitting with their friends.

Children are beginning to understand and manage their feelings successfully. They choose emotion faces that reflect how they feel and talk about their choices. Children listen carefully to how their friends feel and respond with encouragement and kindness. They show respect for resources, taking turns and sharing with support from staff when needed.

Children are engaged in their play and learning and enjoy joining in with adult-led activities or continuing to explore the environment freely. They demonstrate curiosity and imagination as they develop their play independently. Children enjoy creating pretend foods and eagerly describe their ideas to staff, who engage positively and support the development of language and social skills. They often invite staff into their play and seek them out to show them what they have made. Children concentrate for suitable periods of time and remain motivated, particularly during tasks that interest them.

Children make strong progress in developing their confidence. They frequently contribute their ideas during group conversations and communicate their needs clearly. Children have many valuable opportunities to become independent, enabling them to do things for themselves. For example, they put away their coats and bags, collect bowls at snack time, and pour their own drinks. Children benefit from resources stored at child height, enabling them to access what they need independently. They confidently ask staff for support when they need additional materials to continue their play.

Care & Development — Good

Staff promote children's safety and well-being consistently and to a good standard. They follow clear hygiene routines, keeping the playroom clean and ensuring tables are wiped before snack time. Staff wear appropriate PPE when required and provide healthy snack options, supporting positive health outcomes for children. They encourage children to be active by offering regular opportunities for movement and physical play indoors.
Staff escort children safely to outdoor play areas and follow established procedures if a child is lost, missing, or not collected. They record and review accidents and pre-existing injuries effectively, allowing them to identify patterns and respond when needed. Staff have a good understanding of safeguarding procedures and keep accurate attendance records for children and staff, contributing to robust safety practices.
Staff maintain well-organised information about each child, including All About Me details, which supports a positive settling-in process. However, some records need more accurate completion to ensure all required information is captured. Staff practise and record fire drills regularly and follow the setting's evacuation procedures well.

Staff engage positively in children's play and learning. They interact at the child's level and use questions that extend children's curiosity and thinking. Staff build warm, trusting relationships with children and create a calm, nurturing environment. They know the children well, speak with them individually throughout the day, and encourage sociable interactions during snack time. Staff guide behaviour calmly and respectfully, giving gentle reminders and setting clear expectations. They praise children often, which enhances confidence and supports emotional development.
Staff set realistic boundaries that reflect children's ages and stages. They gently and kindly support younger children who are not yet ready to gather together for adult-led activities. Staff encourage older children to take responsibility for their behaviour and learn to share and use kind hands. They model good behaviour by using calm, kind voices and communicating well with each other.

Staff use their knowledge of the children to allocate key workers effectively. This helps ensure each child receives consistent, personalised support. They observe and recognise emerging needs and work in cooperation with the Local Authority, Mudiad Meithrin and Flying Start to meet those needs. Staff promote independence and curiosity through well-planned activities and accessible resources. Staff continue to develop their child-led, curiosity-based practice. They use observation-led planning that reflects children's interests and links to the curriculum. Staff promote and encourage the Welsh language confidently through songs, stories, and daily routines, and use a Welsh language scheme effectively to provide a fun and engaging immersion experience.

Environment — Good

Staff ensure children are cared for in a safe, clean, and well-maintained environment. The premises are secure, with high-level release buttons on doors and safety gates used effectively to manage movement around the setting. Staff lead children confidently to the enclosed outdoor play area, which offers worthwhile opportunities for them to explore. They complete daily health and safety checks however not all hazards are immediately removed once they have been identified.

Staff ensure the facilities meet children's needs well. The bathroom and nappy-changing areas contain suitable equipment, including liquid soap, hand dryers, and pedal bins, which support strong hygiene practices. Staff follow robust cleaning procedures and maintain equipment to a good standard, reducing the risk of infection. Fire safety arrangements are effective; staff carry out regular fire drills, and records show safety equipment is tested appropriately. Leaders ensure insurance, gas, and electrical safety certificates are up to date. Staff keep the playroom comfortably warm and record temperatures consistently. They also maintain accurate fridge-temperature records and are registered with the Food Standards Agency.

Staff thoughtfully organise the environment which contributes positively to children's sense of security and belonging. They set up play areas, incorporating natural materials, neutral colours, rugs, lamps, and soft furnishings to create calm, inviting spaces. Toilets and changing facilities are suitable for the ages cared for, with steps, inserts and dedicated changing areas. Leaders provide low-level furniture and accessible storage to encourage children to choose resources independently, supporting their confidence and autonomy. Leaders maintain the premises well and provide suitable private areas available for confidential conversations if required. The outdoor area also provides purposeful challenge and appropriate risk.

Leaders provide good quality resources and equipment that support children's learning and development across all areas. The playroom offers a wide range of open-ended and authentic materials, including loose parts, natural objects, multicultural resources, role-play items, and sensory materials. Staff create engaging invitations to play, such as sand trays with hidden objects and well-resourced creative stations. They ensure all equipment is clean, safe, and well maintained. There is a sufficient supply of furniture, toys, and resources for the number of children attending. Leaders provide low-level sinks to promote independent handwashing, and appropriately sized tables and chairs support sociable mealtimes.

Leadership & Management — Good

Leaders run the setting successfully and ensure practice meets regulatory requirements. They are experienced, professionally qualified, and clearly passionate about providing positive experiences for children. Leaders promote a warm, caring, home-from-home environment, which contributes to consistently good outcomes. They share their vision with staff effectively and support them well, creating a positive and purposeful culture across the setting. Leaders provide a clear, up-to-date statement of purpose so parents can easily understand what the setting offers. Policies and procedures are in place and reviewed regularly. Leaders have a safeguarding policy in place; however, it is not tailored to the specific needs of the setting.

Leaders monitor the quality of the service effectively and identify improvements that benefit children. They seek feedback from parents, children and staff in a meaningful way and use this information to complete the annual quality of care report. This report highlights strengths as well as areas for development. Parents' comments within the report show high levels of satisfaction. During the inspection, parents told us how much they value the setting and spoke positively about the progress their children have made. Leaders engaged fully in the inspection process and used it to strengthen practice.

Leaders ensure that staff files are well maintained and follow safe recruitment procedures. Staff we spoke to told us they feel valued and well supported. Leaders offer a strong package of individual support, including regular supervision and annual appraisals. These sessions help staff identify training needs and set achievable goals. Leaders maintain strong staff relationships through clear communication and shared expectations.

Leaders define staff roles and responsibilities clearly. They ensure staff are suitably qualified and deploy them effectively to meet children's needs. Leaders monitor essential training and ensure staff maintain required certifications. They use effective systems to maintain correct staffing ratios throughout the day. Leaders set themselves realistic, purposeful targets and review progress regularly.

Leaders maintain strong and trusting partnerships with parents. Parents told us they appreciate daily updates about their children's well-being and development. Leaders use face-to-face conversations, digital communication, and newsletters to keep families well informed. They work with parents to understand children's individual needs and seek advice from agencies such as Mudiad Meithrin and Flying Start when needed. Leaders also support families during the transition to school and have established positive links with the local feeder school.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Best Practice

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.

Recommendation(s)
Ensure children's records are completed accurately.
Update safeguarding policy to reflect practice at this setting.
Assess risks in the environment and remove any identified hazards immediately.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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