Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Busy Feet Gilfach Ltd

Gilfach Fargoed Primary School, Vere Street, Bargoed, CF81 8LB

07375832516

**The inspection visit took place on 04/09/2026**

## Service Information:

| | |
|---|---|
| Operated by: | BUSY FEET (GILFACH) LTD |
| Care Type: | Children's Day Care |
| Registered places: | 16 |
| Main language(s): | English |
| Flying Start service: | Yes |
| Receive funding to provide early years part-time education: | No |
| Promotion of Welsh language and culture: | The provider is not promoting the Welsh language and culture needs of people, and this requires improvement. |

## Ratings:

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

## Summary:

Children settle successfully into the setting, building trusting relationships and growing in confidence as they become familiar with routines. They feel safe, secure and valued, express their ideas and preferences, and know they are listened to. Children engage enthusiastically in play, forming positive relationships while developing curiosity, resilience and independence.

Staff provide high-quality care and support that promotes children's well-being and development. They place children's safety, health and individual needs at the centre of their practice and respond warmly to children. Staff create nurturing experiences that reflect children's interests, helping them develop confidence, independence and a love of learning.

Leaders provide a safe, welcoming and purposeful environment where children play, develop and learn comfortably. They maintain effective safety systems and ensure children benefit from well-organised indoor and outdoor spaces. Accessible resources, stimulating play opportunities and opportunities to explore independently support children's enjoyment, learning and development.

Leaders manage the setting effectively and demonstrate a commitment to improving outcomes for

children. They support staff well, regularly review the quality of the service and identify areas for development. Strong partnerships with families and professionals help ensure children receive consistent support and positive experiences.

# Findings:

## Well-being — Excellent

Children make meaningful choices about how they spend their day and have a strong influence on their experiences. They choose where they would like to spend their time, access both indoor and outdoor areas and select activities that interest and engage them. Children share their ideas and emerging interests, which help shape the experiences available to them. For example, children's interest in worms and molehills led to further investigations and discoveries. As a result, children know their views are valued and that they can influence what they do and learn.

Children develop trusting relationships with staff and settle well into the setting with reassurance, comfort and support. They enjoy seeing photographs of their families, celebrating their achievements and recognising their own experiences in displays around the setting. Children make choices about their daily routines, and staff involve them in decisions by asking permission and respecting their preferences. As a result, children develop a strong sense of belonging and feel valued as individuals.

Children are settling well into life at the setting and are becoming increasingly comfortable spending time alongside their peers. They explore activities in the company of other children, sharing space and resources while developing important social skills. We saw children engaging alongside one another in water, sand and imaginative experiences and joining in group celebrations. Children respond positively to gentle guidance from staff and are beginning to show consideration for others.

Children enjoy the wide range of experiences available to them and show interest in activities that capture their attention. We saw children exploring water using funnels and pipettes, experimenting with shaving foam and creating imaginative experiences in the mud kitchen. Children mixed herbs and natural materials together, while others used fly swatters to splash shaving foam and observe what happened. Many children returned to activities they particularly enjoyed and spent sustained periods exploring them.

Children are beginning to develop their self-help skills through everyday routines and experiences. Many children make choices about what they would like to do and increasingly manage tasks for themselves. Some children pour their own drinks, wash their hands and help prepare snack, while others are developing these skills with support. Children take part in daily routines at a pace that suits their age and stage of development. Children who require additional support make progress towards their individual targets. As a result, children develop confidence, resilience and independence that support their future learning and development.

## Care & Development — Excellent

Staff create a safe, healthy and nurturing environment where children thrive. They demonstrate a clear understanding of their responsibilities to safeguard children and promote their well-being through effective procedures and day-to-day practice. Staff use effective security measures, complete regular safety checks and maintain comprehensive monitoring systems to help keep children safe whilst they enjoy a good range of play opportunities. Leaders discussed how they were seeking fire warden training for staff to help ensure appropriate fire safety procedures were in place. They promote healthy lifestyles through nutritious snacks, good hygiene routines and effective infection control practices. This inspection took place during the first week of term when several children had recently started attending. Staff responded exceptionally sensitively to children who initially found separating from their parents difficult, offering comfort, reassurance and nurturing support that helped them settle and feel secure. We heard staff use nurturing language such as, *“Do you want your blanket?"* and *“I know, shall we make a cake for Daddy?"* helping children feel safe, secure and valued.

Staff manage interactions very well and create a warm, caring and respectful atmosphere. They listen carefully to children, value their communication and treat them with dignity and respect. Staff seek children's cooperation during personal care routines and are positive role models through their calm and consistent approach. They use praise, encouragement and gentle reminders to help children understand expectations and feel reassured within the setting. As a result, children are becoming more confident, feel emotionally secure and are beginning to develop positive relationships with staff and their peers.

Staff promote children's development and meet their needs to a high standard. They understand the importance of getting to know children well and use information from parents, alongside their own observations, to build an understanding of children's interests, preferences and emerging personalities. This helps staff plan experiences that support learning and development. They monitor children's progress carefully and work closely with parents and other professionals to provide timely support where needed. Staff effectively support children with additional learning needs through individual learning plans, targets and regular reviews. They also promote equality, diversity through daily practice, helping children develop confidence, feel included and experience a strong sense of belonging within the setting. Staff promote the Welsh language successfully through bilingual displays, Welsh songs and a Welsh word of the week, helping children become familiar with the language in meaningful ways. They create an environment where safeguarding and children's well-being remain a priority.

## Environment — Good

Leaders ensure children play in a safe and secure environment. They use effective security measures, including a self-locking gate, a controlled entry system and visitor signing-in procedures to protect children. Leaders complete regular maintenance and safety checks and maintain a comprehensive range of risk assessments covering the premises, outdoor areas, activities and resources. They review accidents and incidents, monitor safety records and carry out regular fire drills and lockdown practices to support children's well-being. Children benefit from opportunities to explore and take age-appropriate risks within a carefully managed environment. Leaders respond positively when concerns are highlighted and take action to address identified hazards. To further strengthen practice, leaders should continue to ensure emerging environmental risks are identified, monitored and removed in a timely way.

Leaders provide a welcoming and child-centred environment that supports children's play, learning and development effectively. They make good use of both indoor and outdoor spaces, enabling children to move between a wide variety of experiences. The environment includes a playroom, areas for personal care, accessible toilet facilities and a small attractive outdoor area that encourages exploration and independence. Leaders have improved the outdoor provision through recent developments, including safer flooring and increased play space. During the inspection, children enjoyed accessing water play, sand play, a mud kitchen, painting activities, mark-making resources, climbing equipment and musical instruments. Leaders also provide valuable opportunities for children to explore the natural world through Forest School sessions on the school grounds, with children able to attend up to twice weekly during term time. These experiences encourage curiosity, confidence and physical development. Leaders continue to review and develop the environment to enhance children's play and learning experiences.

Leaders provide a good range of resources and equipment that support children's interests and developmental needs. They organise resources well, enabling children to make independent choices and direct their own play. Children access a broad variety of equipment including books, construction materials, role-play resources, loose parts, musical instruments, natural materials, ride-on toys and equipment for water and sand play. During the inspection, children used dinosaurs in imaginative play, explored shaving foam with fly swatters, investigated natural materials using magnifying glasses and developed mark-making skills using a range of creative resources. Leaders promote inclusion by providing resources that reflect diversity, including dolls representing different cultures, puzzles and multilingual resources. They continue to invest in new equipment, including additional outdoor resources, to further enrich children's experiences. As a result, children have access to stimulating and purposeful resources that support their enjoyment, curiosity and learning.

## Leadership & Management — Good

Leaders provide clear direction for the setting and maintain a strong focus on achieving positive outcomes for children. They foster a welcoming culture where children, families and staff feel valued. Leaders ensure the statement of purpose accurately reflects the service provided and complies with relevant regulations. They maintain appropriate policies, procedures and records that support the effective operation of the setting and monitor practice to help ensure requirements are met consistently. However, they do not always notify Care Inspectorate Wales (CIW) of changes to staff. This is an area for improvement, and we expect the provider to take action to address this.

Leaders demonstrate a clear commitment to continuous improvement. They use self-evaluation processes to monitor and improve the quality of the service and seek feedback from parents, carers and children to inform the review of the quality of care provided. Recent developments include improvements to the outdoor environment and investment in new resources, including a water wall, wheelbarrows and outdoor equipment. Leaders seek out good practice and use professional discussions and visits to other settings to support development. They also work proactively with partner agencies and the local school to enhance provision and follow through planned actions. As a result, children benefit from a service that continues to develop in response to their needs and interests.

Leaders manage staff and resources effectively. They follow safe recruitment procedures and maintain records that demonstrate staff suitability. Leaders agreed to strengthen oversight of recruitment records to ensure references are obtained from appropriate sources and reflect previous employment where required. They provide staff with regular supervision and appraisal opportunities, enabling them to reflect on their practice and identify professional development needs. Leaders deploy qualified and experienced staff effectively and maintain suitable staffing arrangements to meet children's needs. These arrangements support the smooth running of the setting and contribute positively to children's experiences.

Leaders have developed strong partnerships with parents, the local community and other professionals. They keep parents informed about their children's experiences and development through daily discussions, weekly diaries, meetings, newsletters and family events. Leaders work closely with schools and specialist professionals to support children's learning, development and transitions. Children also benefit from a range of community experiences and visits. Parents we spoke with were extremely positive about the service and spoke highly of the care and support their children receive. Several told us they had previously used the setting with older children and chose to return because of the positive experiences their families had enjoyed.

# 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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

| Summary of Areas for Improvement | Date identified |
|---|---|
| We found potential poor outcomes for children as Care Inspectorate Wales are not aware of changes to staffing and who is caring for the children at the setting. | 04/09/26 |

**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) |
|---|---|
| Standard 22 - Environment | Monitor emerging environmental risks and take appropriate action to reduce or eliminate them. |
| Standard 13 (Day Care) - Suitable Person | Strengthen recruitment procedures by obtaining and verifying suitable references for all newly appointed staff before they commence employment, in line with safe recruitment practices |

## 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) |
|---|
| Review and update staff training to include Fire Warden responsibilities and fire safety procedures. |

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