Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sêr Ni Bynea

Bynea Cp School
Saron Road Bynea
Llanelli
SA14 9LT

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

21/01/2025

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About Sêr Ni Bynea

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	16
Language of the service	Both
Previous Care Inspectorate Wales inspection	This was their first inspection following registration.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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

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

Summary

Children are confident in their communication and have a strong sense of belonging. They interact happily with each other and with staff. Children know they will be listened to. They choose where they wish to play and can participate in a good range of activities.

Staff follow policies and procedures to promote healthy lifestyles, safety, and well-being. They support children to settle quickly and are beginning to encourage them to develop their independence skills. They observe and plan for next steps in order to meet the needs and interests of the children.

People who run the setting have good measures in place to ensure everyone understands their responsibilities. The environment is very well maintained. They provide a good range of age-appropriate resources and some real-life items to nurture children's developmental skills.

People who run the setting ensure they comply with relevant regulations and the National Minimum Standards. They have a very good vision for the future. They employ a passionate team of staff and have innovative partnerships with parents and professionals.

Well-being — Good

Children are confident and make choices and decisions that affect them. They are happy and have a strong sense of belonging. For example, during outdoor play, we heard lots of children's laughter as they built a tower using the plastic blocks. We saw them confidently accessing areas of interest freely. Children have formed strong, close relationships with staff. Children are beginning to form friendships and enjoy playing in pairs or side by side. During the afternoon, a child confidently invited another child to join them on a train they had created using the linking blocks, *"Would you like to come on my train?"* Nearly all are settled and clearly familiar with routines. Their feelings and needs are acknowledged and valued.

Interactions between children and staff are positive. Children take part in activities of interest to them and cooperate enthusiastically, for example creating a Santes Dwynwen card and playing in the sand. Children express empathy and listen carefully. They respond and communicate with care and affection, for example watching quietly as their friend slept in the quiet area. Children are engaged and show respect for others and to the setting.

Children are busy in their play. Overall, they focus for appropriate periods of time and chat confidently with staff and each other. We saw children happily pass a ball with a staff member as well as with a friend. One child enjoyed spending time filling and emptying containers in the sand tray outdoors. Children enjoy craft activities, for example, we saw children being able to come and go throughout the session, happily working on the same piece of artwork.

Children experience some learning opportunities that fully promote their all-round development. They take their time with activities that they choose. They are provided with a good range of age appropriate and some real-life resources to enrich those experiences further. For example, children sit in the wicker baskets during play, creating a base for their imaginary play.

Children are beginning to develop their independence. They choose where to play, with access to the outdoors being available throughout the session. They make full use of the relaxed session to explore the entire environment. During snack times, children choose where to sit at the table. Opportunities to further develop children's independence at mealtimes is limited. They access the toilet area and independently use the toilet and wash their hands confidently.

Care and Development — Good

Staff understand and consistently implement policies and promote healthy lifestyles, personal safety of children and ensure their well-being. They are all proactive and effectively manage any risks as they arise. Staff speak respectfully with children, show interest, pleasure, and care in all that they do. They manage any sign of behaviour carefully. Staff quickly diffuse situations, for example when children want the same resource whilst playing with the farm, they manage the situation effectively and sensitively by explaining calmly and quietly that they must share and there's plenty for all to play with. Staff know the children well. For example, we saw how they support children to settle in and manage being separated from their families, providing reassurance and discussions about there being a short period of time before they go home. Staff approach the practice of nappy changing with dignity. For example, we heard staff asking children, *"can I check your nappy please?*" The nappy changing process is followed with privacy and children are fully respected, with records updated with every change. Staff sit at tables with children and chat as they eat their snack and lunch. Staff are very confident in explaining how they would deal with safeguarding scenarios and have completed training.

Interactions between staff and with children are always respectful. Staff are consistently responsive and genuinely listen and respect children's views. Interactions are very positive, and staff demonstrate warmth and kindness, for example, *"that's beautiful darling."* Most staff encourage children to be polite and encourage the use of good manners, however not all staff are consistent. Similarly, staff ensure children are regularly praised verbally, however they are not always consistent with the use of other incentives, for example star of the week and helper of the day. Overall, staff do enhance children's play experiences, language, and individual skills at times during the session, for example during the card making activity we heard staff ask the child who the card was for and what colour glitter they wanted. Interactions and discussions are constant and support children to extend their curiosity, for example during sand play staff ask children, *'what's going to happen next?'* Staff recognise when children need reassurance, and we saw staff support a child with cuddles as well as providing space and time to settle during the afternoon session. Staff provide incidental Welsh throughout the sessions, using digital resources to support daily routines such as following a song and movements on the interactive screen.

Staff understand diversity issues and fully promote children's rights. They are committed to providing a good range of free play activities as well as some structured learning opportunities. All staff are aware of children's individual developmental skills and plan for the next steps. We saw how staff complete key worker files, noting observations and individual achievements, however not all records evidence dates to track progression. Staff discuss and plan activities on a daily basis and take into consideration children's voice and interests. However, on the day of the visit the planning viewed was minimal content wise.

Environment	**Good**

People who run the setting have comprehensive and effective measures and policies in place to ensure that everyone understands their responsibilities. They ensure the environment is safe, secure, and well maintained, both indoors and outdoors. All building and safety requirements are complete and up to date. Fire equipment, assessments and drills are completed regularly. People who run the setting keep comprehensive risk assessments which are reviewed annually. During the visit, there was no risk assessment in place for the climbing structure and wooden teepee. This was implemented immediately following the visit. We saw consistent hygiene practices minimising risks to everyone's health and safety. They ensure staff maintain high levels of observation and collaborate consistently, ensuring ratios and children's needs are always met. Safety measures and hazards are identified as and when they arise, and staff communicate continuously. For instance, *"we need to be careful"* as children knocked over tall towers of plastic blocks, as well as *"come and sit down with your breadstick in case you choke"* during snack time. People who run the setting ensure all visitors sign into the setting as well as the school building. They keep a record of children and staff registers.

Children can easily access good quality furniture and resources both indoors and outdoors which develops their interests and imagination. Overall, people who run the setting provide stimulating resources that promote children's curiosity, however the range made available to children is not always consistent, for example fresh fruit and vegetables in the home corner. They ensure that equality and cultural awareness are promoted throughout the practice. The indoor area is open and airy, offering different spaces for play and providing opportunities for purposeful learning experiences. Display boards celebrate children's work. For example, the *"Ein Gwaith Rhyfeddol"* board displays pictures and records captions of children's words explaining their piece of work. The outdoor area is safe, secure, and enclosed, and provides a range of appealing play areas, for example a mud kitchen, slide and climbing structure, wooden teepee, sand pit and mark making boards to name a few. However, these areas are not always fully utilised and enhanced to provide creative learning opportunities for children.

Overall, the people who run the setting ensure the setting provides a good range of age-appropriate resources. We saw photographs evidencing that a range of real-life resources are carefully implemented and displayed. For example, the home corner has faux flowers, dried food in containers, cookbooks and a telephone.

Leadership and Management — Excellent

People who run the setting have an exceptional vision which is shared with the entire team, creating a very positive ethos. They lead in a way that ensures the setting achieves high

standards, providing good quality care and opportunities for children. Policies, procedures, and all relevant documentation are in place and stored confidentially. These reflect the service provided. A few small amendments were required to the IT policy and the complaints policy. All policies are reviewed annually. Overall, staff files, children's files and medication records are compliant. However, on the day of the visit, one staff file was missing a medical declaration of health and from the sample of children's files viewed, the permission record for offsite activities was not fully completed. Following the visit, we received confirmation this has been rectified. The people who run the setting ensure all relevant information for staff is shared effectively on a notice board in the main playroom, such as daily checks, rotas and planning records.

People who run the setting consistently reflect on and evaluate the service that is provided. They carry out a quality of care review each year and take into account the views of children, parents, staff, and professionals. They welcome feedback and ideas in order to introduce improvements. However, the quality of care review report does not include information on what they intend to improve and action.

People who run the setting support staff extremely well. Staff are settled and clearly work well, having established a happy team. Staff spoken to during the inspection were complimentary of the induction process and strong collaboration, ensuring support is always on hand. Staff are experienced and knowledgeable and use their skills to ensure effective team working through their commitment, energy, and enthusiasm to their roles. Staff told us that training and support for their development is continuous, and we saw personal independence reviews and performance improvement objectives in staff files.

People running the setting have excellent partnerships with parents, an extensive range of professionals and with nearby schools. We were told they work collaboratively with health visitors, Flying Start, social services and the school they are based within. This enables multi-disciplinary working to be effective and open, ensuring families are supported efficiently. People running the setting provided examples of the additional activities that are possible through the ethos of positive multi-agency working such as baby massage, language and play sessions, a food bank as well as information sessions on Autism. All the parents we spoke to told us their children are happy and settled. Parents said that their children are developing well, with one parent saying, *"He loves it here and doesn't want to come out. He's coming along so well with his talking."*

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	

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 8 - Nurture and well-being	Provide further opportunities for children to develop their independence skills, especially during meal times.
Standard 7 - Opportunities for play and learning	Ensure the planning of activities is purposeful.
Standard 18 - Quality assurance	Ensure the quality of care review reflects what you intend to improve and develop
Standard 7 - Opportunities for play and learning	Ensure observations are consistently dated to track progression and regression
Standard 23 - Equipment	Ensure staff consistently enhance play and learning areas with resources available.

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 consistency in relation to incentives for example helper of the day, star of the session and the promotion of good manners.

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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