Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Dechrau Disglair Tirdeunaw

Ygg Tirdeunaw
150 Heol Gwyrosydd
Penlan
Swansea
SA5 7BX

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/10/2024

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About Dechrau Disglair Tirdeunaw

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	28
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
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	**Excellent**
Care and Development	**Good**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

The children have a strong voice and communicate confidently with each other and with staff. They develop very close relationships and express their views openly, knowing they will be listened to. The children are extremely happy at the setting.

Staff fully understand policies and implement them consistently. They promote healthy lifestyles and the children's personal safety to successfully secure their well-being. Staff are knowledgeable, kind and caring and fully aware of children's individual development.

People who run the setting have excellent measures in place to ensure the environment is safe and well maintained. They provide children with access to a wide range of quality resources to foster their developmental skills. The outdoor environment is well planned and used regularly.

People who run the setting have a strong vision and ensure staff have ongoing opportunities to develop professionally. They provide clear policies, in line with regulations and the National Minimum Standards and are passionate about providing very high quality care. They have strong partnerships with the school, health professionals and parents who are all supportive of the setting.

Well-being Excellent

Children are strong communicators and their wishes and needs are fully considered. They make purposeful choices and move around the indoors confidently. Children's opinions and interests are highly valued and acted upon and children confidently retrieve resources from other areas to use in their play. For example, one child created a track for his cars using musical instruments while another attached toy horses to the front of his tricycle and galloped around the outdoor play area. Children's feelings are very much acknowledged and valued. Children approach staff for hugs, or are happy to be in the company of other children.

There is a calm and warm feel in the playroom, and it is clear the children feel safe and very happy. Evidence was seen of children enjoying, chatting and laughing throughout the day. Children cope very well with being separated from their parents due to the carefully considered admissions process and the gradual and individual transition periods which are effectively implemented.

Interaction between the children themselves and with staff is consistent, with everyone communicating happily and enthusiastically. Children manage to express themselves very well and the level of interaction between the staff and children demonstrates evidence that the children are very content and comfortable. Children are sensitive to the needs of others. Some children show high levels of empathy towards their friends and are ready to help each other. Several children approached us during the visit, to introduce themselves and offer resources for us to play with. One child told us, "*Go on, would you like to have a try and don't worry I can help you*". The children were as welcoming as the staff.

Children are fully immersed in their activities and show respect towards property and towards each other on a consistent basis. For example, as a group of children sat at the table with a variety of musical instruments, they supported each other to learn how to play the instrument and they shared and took turns to explore new sounds. They are highly motivated and fully engaged in their play and learning, concentrating for extended periods of time. For example, one child explored a toy fire engine for a significant amount of time, pulling, pushing, twisting and stretching different parts of the vehicle.

Children show self-motivation to prompt their own play and influence their tasks and activities. They pour their own milk and water into their own cups, using small stainless-steel jugs. Children also enjoy the independence and social experience of brushing their own teeth successfully. With further opportunities, children will continue to work on their independence skills.

Care and Development — Good

Staff work very effectively to keep children safe and healthy. They fully understand and consistently implement their policies and procedures; promoting healthy lifestyles, personal safety and well-being. Staff carry out regular cleaning routines and consistently remind children about washing hands. They offer a range of healthy snacks and are aware of allergies, and are proactive in keeping children safe. They have a thorough understanding of their responsibilities to protect children. Staff confidently answer questions about what to do if they had any child protection concerns. They record children's actual attendance times and promptly fill in accident sheets, sharing the information with parents.

Staff create extremely positive relationships with the children. They interact with them in a warm, caring and relaxed manner. Staff frequently offer praise and encouragement, and they are excellent role models to the children; prompting good manners when appropriate. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, staff use distraction techniques successfully. Staff are consistently responsive and genuinely respect and listen to the children's views. They validate children's feelings and allow children to express themselves in their own time. Staff speak softly to the children and use positive reinforcement regularly. They take every opportunity to enhance interactions through careful responses, which purposefully enhances children's Welsh vocabulary and extends their spoken language.

Staff track children's progress and use information and observations to plan for the next steps in their play and learning. They plan and provide a broad range of play and learning activities for the children. However, they have not fully adapted the environment to allow free flow opportunities, and routines sometimes hinder children's freedom to enjoy uninterrupted play. Staff are aware of children's individual development. They take appropriate action, in a timely manner, when they recognise children may have additional needs and keep parents informed. Staff support and provide for children with additional needs, working closely and effectively with a range of support services. Staff are aware of the importance of children's independence; however, they are currently working to further promote opportunities for this to be fully embedded within the setting.

Environment — Excellent

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure and extremely well maintained indoors and outdoors. They frequently carry out safety checks and complete regular fire drills, recording relevant details for analysis. People who run the setting complete detailed risk assessments that cover every aspect of the environment. They are thorough, reviewed frequently and are of a high standard. People who run the setting ensure staff/children ratios are correct, and they always maintain high levels of observation and communication as consistent safety measures.

People who run the setting offer a safe, welcoming, warm and excellently maintained provision. Indoors is clean, open, well-ventilated and light, offering many different areas for play. They use neutral colours and natural resources throughout the environment, which creates a sense of calmness and relaxation at the setting. People who run the setting ensure children can access excellent quality furniture both indoors and outdoors. Equality and cultural awareness are promoted throughout the practice. They ensure the layout is well thought out and provide excellent learning spaces for children to explore as well as areas to rest or to have quiet time. For example, one learning space included a variety of books, cushions and comfortable seating with an additional cosy teepee for quiet reading and rest. People who run the setting provide an outdoor area which is safe and provides numerous play opportunities as well as a shared sensory garden for exploratory and discovery play.

People who run the setting offer resources and play equipment which are plentiful and of a high quality. For example, wooden and natural play materials and resources which encourage children to have an understanding and value of other cultures. They have systems in place for monitoring resources which ensures they are of a high standard. People who run the setting provide resources that are suitable for the developmental needs of all the children. Inside, there are distinct areas offering provision and resources that are accessible and outside there are all kinds of quality equipment offering challenging play opportunities to develop physical skills. They are committed to providing stimulating resources that interest children and are in the process of providing real life resources which will help promote children’s curiosity.

Leadership and Management — Excellent

People who run the setting have an innovative vision that they communicate successfully to their staff creating a very positive ethos. They ensure the setting achieves extremely high standards, delivers high quality care and provides learning and development opportunities for children and staff. People who run the setting regularly review and update all their records which are thorough and detailed. They have an effective statement of purpose which fully reflects the service provided.

People who run the setting complete an annual quality of care review, showing evidence of how they respond and act upon feedback. They have effective arrangements in place for identifying strengths and areas for improvement. People who run the setting are fully committed to improving the quality of provision and outcomes for children. They distribute questionnaires and meet directly with parents, staff and support agencies that work alongside the setting, listening to the opinions and views of all. Their action plan clearly evidences the work which has already taken place to improve the quality of the provision. For example, they ensure successful completion of staff training and improvements to the outdoor provision. They work continuously to develop the setting to positively impact the children in their care.

People who run the setting follow robust recruitment procedures to safeguard children. They have excellent systems in place to update checks in a timely manner. People who run the setting are enthusiastic and extremely motivated. They set high expectations and inspire and lead staff effectively, supporting them by providing further development opportunities. People who run the setting carry out regular and meaningful individual and team supervisions and purposeful annual appraisals which are integral to their practice and for driving improvement. Staff said they are very happy working at the setting and feel well supported by management. People who run the setting deploy staff effectively to ensure they meet, and sometimes exceed staffing ratios, and as a result fully meet children's needs.

People who run the setting have excellent partnerships. They ensure communication systems with parents and carers are inclusive, and they keep them well informed. People who run the setting organise events to encourage parents to attend workshops, stay and play sessions and visits to various venues within their community. For example, they arrange and meet with parents and their children at the local library and leisure centre, extending their support outside their daily operating hours. They have very strong links with a wide range of professionals, the community and other stakeholders. People who run the setting ensure when there are concerns about children's progress or development, there are clear and effective procedures in place for sharing information. People who run the setting follow these protocols consistently, ensuring children benefit greatly from the action taken. They have excellent links with the local authority and other agencies which promote positive outcomes for children.

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)
	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)
To provide further opportunities to promote independence.
To adapt the environment and routines to allow more freedom, flow and opportunities.

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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