Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ffrindiau'r Harbwr

Ysgol Parc Y Tywyn
Heol Y Bardd
Burry Port
Llanelli
SA16 0NN

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

03/10/2024

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About Ffrindiau'r Harbwr

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	20
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 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	**Excellent**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are extremely relaxed, happy and confident at this setting because they know their needs and voices are fully considered. They are active and keen learners who are thoroughly engaged in their play and learning. Children embrace opportunities available to them and develop effective independence skills.

Staff are enthusiastic and interact very kindly and positively with children. They ensure children are safe, supervised and they actively promote healthy lifestyles. Staff work very well as a team providing a broad range of interesting play opportunities for children. They efficiently plan for children's development through careful and consistent assessment and observation.

Leaders ensure the environment is spacious and well designed to meet the needs of children. They ensure the environment is safe and well-resourced indoors. They strive to further develop the outdoor area. However, there are limited resources and opportunities to further enhance children's curiosity and exploration skills.

Leadership and management of the setting is effective. They are very organised ensuring the best outcomes for children. There is a good ethos within the setting, and they hold strong partnerships with others. However, there is an area for improvement for provision of information. They use effective self-assessment strategies to develop and improve the setting.

Well-being Excellent

Children are given excellent opportunities to make choices and decisions. They communicate very confidently with staff and others. For example. children tell staff when they want more of their favourite foods, such as, blueberries, apples and wraps at snack time. Children confidently tell familiar staff their wishes, feelings and needs which are fully considered. For example, they sit wherever they want during snack time and move around indoor areas as they please. Children's views and interests are highly valued ensuring their individual well-being is prioritised. For example, children are happy when staff listen to their requests for certain wildflowers to be picked for them during a nature walk of the local area.

Children are extremely well-settled. They arrive happily and are eager to play within their preferred areas and resources of interest. Children are happy and have formed positive relationships with staff and each other. They are seen running around staff giving them tickles and laugh loudly with them. Children have a very good sense of belonging and they are clearly familiar with their daily routines. They feel safe and happy and like the freedom to choose different play areas and resources. Children are learning to understand their feelings and show delight. For example, they excitedly went to the table to get their snacks and told staff that they were going to sit by their 'best friends'.

Children interact confidently and openly, work together and socialise in a friendly manner. They share the autumnal leaves and sticks, ensuring they help each other when they have lost a leaf or a flower that they had picked personally. Children understand how to take their turns, wait and share. They share the role play resources successfully. Interactions between the children and care shows that children develop good communication skills. Interactions between children and staff are positive and respectful during play and snack time.

Children are active and enthusiastically enjoy their play and learning experiences. They show interest and excitement in their chosen tasks. For example, they happily help each other during role play making toast and cakes for their friends. They enjoy a range of good opportunities indoors and are free to choose activities and move around the setting. For example, children play with their preferred dinosaurs and move these from one area to another with enthusiasm and imagination. Children excitedly play with the leaves that they collect. They approach staff for numerous stories, including those about the Gruffalo and on other occasions have lovely conversations with staff about their family members as they play.

Children are given regular opportunities to develop their independence skills. They place their coats and bags on their personal pegs. During snack time, they embrace the opportunity to pour their own water and milk into cups and choose the healthy snacks they want to eat. Most children meet their own personal needs, and some require the support of caring staff members.

Care and Development — Excellent

Staff competently implement policies and procedures extremely well. They fully promote physical activities, personal safety and children's well-being. Staff effectively identify potential risks and are proactive in reviewing and managing these with daily risk assessments along with excellent supervision of children. Staff are fully aware of their responsibilities to protect children, responding well to potential safeguarding scenarios. They have completed mandatory training requirements which include safeguarding, paediatric first aid and food hygiene training. Staff keep a record of all accidents, incidents and pre-existing injuries which are signed by parents and staff. They provide a very nutritious selection of food and drinks, and they are well-informed of children's intolerances, allergies and preferences.

Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies with children. They speak to children respectively, showing interest and pleasure in what they do. Staff give children praise for their efforts and accomplishments to promote their confidence and self-esteem, saying 'well done' to children for meeting their personal toileting needs independently and when they cut their own fruits and eat well. Staff are good role models as they encourage good manners and remind children to say 'please' and 'thank you'. Staff know the children very well and have positive bonds and relationships with them and are sensitive to the needs of each child. They collect detailed information about each child before they begin their time at the setting which ensures every child's individual needs are effectively met.

Staff fully support children's learning and development in a positive way. They are knowledgeable about children's development as they assess and monitor their progress regularly and plan for their next steps accordingly. Staff are committed to promoting the Welsh language very effectively and ensure they have opportunities to celebrate Welsh cultural days as well as multicultural festivals and celebrations. They take advantage of every opportunity to promote language development when playing and cooperating with children. They sing Welsh songs to children such as 'Dail y coed yn cwympo', 'Dau gi bach' and others. When taking children on a walk in the local area, they ensure they promote Welsh vocabulary such as colours of flowers, names of flowers and names of natural autumnal sticks, pinecones and leaves. Staff recognise children's additional needs and know how to seek support for children. They are consistently responsive and make every effort to show genuine care and meet their needs.

Environment — Good

Leaders ensure the environment is safe and secure as they have good systems, procedures and measures in place to safeguard children's health and safety. All indoor and outdoor areas are securely locked. They have an electronic system which ensures there are no unauthorised access and there is a record of visitors to the setting. They have robust risk assessments which are regularly updated and daily checks which ensuring any unnecessary risks are eliminated so far as possible. Leaders complete all maintenance checks and fire drills are regularly conducted and recorded.

Leaders ensure the environment is clean, welcoming and accessible. There is a spacious indoor and outdoor area. Leaders organise their indoor areas well to ensure there are good opportunities for children to become independent. There are toilets and basins which are of suitable height and liquid soap and paper towels for the children. However, the nappy changing area does not always provide for children's privacy and dignity. There are plenty of suitable sized furniture where children can come together to have snacks, socialise and play tabletop games. Leaders ensure the areas indoors create an environment which creates a strong sense of belonging. They have ensured there are photos of children's family members, photos of children playing and a display of their craft work which are on the children's level giving them a sense of pride and achievement.

Leaders organise the play resources and toys effectively, ensuring there are a range of good quality toys and low-level play opportunities available and accessible for the children. They provide stimulating resources for the children's ages and stages of development, which contribute to their developmental skills. For example, there are areas that promote construction play, role play, small world, reading, resting, creative and natural Autumnal leaves, sticks and flowers available for children. The outdoor area has opportunities to develop children's physical development. However, the resources and opportunities for children to develop and enhance their curiosity and exploration skills in the outdoor area is limited. Leaders ensure there are books and toys to develop an understanding of different cultures and diversity through their play.

Leadership and Management — Good

Leaders are very organised, and they have a strong vision for the setting, which they share with others. They have a good understanding of their responsibilities and strive to ensure they provide the best possible outcomes for the children and their families. The statement of purpose provides a good reflection of what is offered, and this has been updated during the inspection to reflect staff recent staffing changes. Leaders have up to date policies and procedures which are regularly updated. They have ensured there is a valid public liability insurance policy in place. Leaders ensure they keep the required records in relation to contracts and permissions from parents to meet the needs of children.

Leaders ensure that paperwork is stored securely, and staff suitability checks are in place. Staff members working at the setting are well-qualified and experienced childcare practitioners. Leaders ensure all staff disclosure and barring service (DBS) checks are current and valid. The responsible individual ensures that all staff receive their supervisions and appraisals which are clearly documented and dated providing consistent opportunities for continuous professional development for staff. Staff feel very well supported by the responsible individual and there is a warm and friendly atmosphere and ethos between staff and leaders; they feel lucky to work within such a lovely setting. Staff have taken opportunities to take additional training such as additional learning needs, neurodiversity, Adverse Childhood Experiences (ACEs), Prevent, speech, language and sign language training.

Leaders have completed an annual informative quality of care report which they share with others. They seek the views of parents, carers, staff, the school, local authority, and other stakeholders to inform them of positive feedback. Leaders use the information collated to create improvement targets for the future running of the setting. They have completed the annual self-assessment service statement (SASS) and they have informed Care Inspectorate Wales (CIW) of some significant events and changes during the inspection. However, the responsible individual does not always inform CIW of significant events and changes within a timely manner. This is an area for improvement, and we expect the provider to take action.

Leaders have developed positive and effective relationships with the school. They have good relationships with parents as they provide personal feedback to parents at the end of the childcare session. Leaders and staff provide pictures and observations for parents on a webform app which is shared privately with parents and carers. Parents told CIW that staff are amazing, welcoming and friendly. They love seeing the pictures shared and feel their children’s language skills have excelled since attending the setting. Leaders ensure children explore the local area for regular walks within their local area, especially walking along the harbour, beach, parks, local lifeboat station, fire brigade and paths within the area.

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
31	The Responsible Individual must ensure all significant events and changes are shared with	New

	Care Inspectorate Wales in a timely manner.	

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 10 - Healthcare	Ensure the nappy changing environment provides appropriate privacy and dignity for children
Standard 23 - Equipment	Ensure the resources in the outdoor environment promotes and enhances children's exploration and curiosity skills

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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