Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gofal Teg

Ysgol Panteg
Station Road Griffithstown
Pontypool
NP4 5JH

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

06/02/2025

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About Gofal Teg

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Little Titans Childcare Ltd
Registered places	40
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	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy and can make choices and decisions independently. They make worthwhile and valuable choices about activities they engage in and can follow ideas and interests when appropriate. Children enjoy a range of interesting opportunities indoors and outdoors, which spark curiosity and engagement. Children have strong relationships with staff and their friends and interact with them confidently.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

The environment is clean, welcoming, and child friendly. The environment is well organised to stimulate and support children's play and learning. The setting provides a wide range of resources, allowing children variety and choice.

Leaders are motivated and dedicated to delivering consistently good childcare. They provide beneficial encouragement and support to staff. Regulation policies, risk assessments and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being — Good

Children have consistently good opportunities to make choices and decisions about what affects them. They can choose where and what they play with, and whether they would like to participate in an activity. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, we saw staff respond to non-verbal children by asking them to point at what they want.

Children feel relaxed at the setting as they are familiar with the environment and routines. They have good relationships with staff and happily approach them for comfort or support when needed. Children know the daily routines well, which effectively supports them to feel settled and at ease in their surroundings. For example, children know to go and wash their hands before snack as staff sing "*amser golchi dwylo*". Children talk to staff about their play and actively seek their company. For example, younger children seek out staff members to read stories to them.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, older children readily share resources such as scooters. Younger children share resources with support. Children form friendships with other children, which helps them to feel happy and valued. For example, younger children give each other a cuddle when they have finished playing a game. Children are beginning to develop a sense of right and wrong. For example, we saw children jump onto outdoor play equipment and looking at staff to see whether it was safe for them to continue.

Children thoroughly enjoy their play and the activities on offer. They develop a wide range of skills as they explore their playroom and the outdoors. We saw children engage their imaginations and make sense of their world as they take food orders and pretend to sell cakes to their friends and a staff member.

Children follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. They have suitable opportunities to develop their independence skills and receive support if needed. For example we saw children using the toilet and washing their hands independently. However, children's independence at mealtimes is not consistent across the setting.

Care and Development — Good

Staff have a thorough understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff have worthwhile understanding of the safe management of food allergies and information regarding individual children's needs is displayed discreetly for easy reference. They keep detailed records of any incidents and accidents at the setting. Parents sign the records to demonstrate that they have been informed. Staff regularly evaluate these records to look for patterns and trends and take action to address any conclusions. They document any existing injuries when parents report accidents that happen outside of the setting. Staff follow effective infection control procedures by washing hands after changing a nappy and before preparing food, for instance. Staff mostly maintain a hygienic environment, regularly washing tables and brushing floors. However, during the inspection visit, infection control procedures were not followed consistently across the setting.

Staff are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, when a child began to take a toy from another child, a staff member quickly intervened and distracted them by offering alternative activities. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. Staff know the children very well which helps them to provide reassurance and comfort to those who need it. We saw a member of staff provide a child with their favourite toy, "*dyma ti, tedi!*" to which the child smiled. Staff speak respectfully to each other and are good role models for children.

Staff provide a nurturing and caring atmosphere. For example, staff encourage older children to recite daily affirmations such as "*Rydw i'n garedig! Rydw i'n ddewr! Rydw i'n ddigon!*" Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress which helps them plan activities to enable children's next steps in learning and development. We saw that children's views and interests are recorded and considered when planning activities and new developmental opportunities. Observations and planning are formally recorded and evaluated. Use of incidental Welsh language at the setting is good and older children can understand simple commands and questions when asked in Welsh.

Environment — Good

The environment provides a safe and secure space for children. Staff ensure external doors and gates remain locked. Leaders maintain a visitors' log to provide an accurate record of any visitors to the setting. Risk assessments for all areas of the setting identify potential hazards and include measures in place to manage risks. Staff complete daily risk assessments when they set up each day. Leaders conduct fire drills regularly and there is a fire risk assessment in place. This ensures staff and children know how to evacuate the premises safely in the event of an emergency.

Leaders ensure the environment is in good repair and provides a welcoming child friendly space. Staff display children's photographs in some areas of nursery, which promotes a sense of belonging and pride. They organise the setting in an effective and attractive manner to stimulate children's curiosity, imagination, and development. Younger and older children have access to separate outdoor areas with a good range of equipment suitable for the different ages and stages of the children. The resources available to children in the shared outdoor area encourage the development of their physical and social skills. The children have opportunities to ride wheeled toys and run around the spacious area.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice. Staff promote play opportunities through block play, sensory activities, craft, and role-play. Children can access the toys and resources easily, as they are stored at low level or within their reach. Staff ensure that resources are well maintained and in a good condition. Leaders provide suitable furniture and resources to support children's independence. For example, child sized tables, chairs, toilets and sinks, suitable for the ages of children who attend. There are a suitable number of children's toilets and nappy changing facilities available.

Leadership and Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose which is compliant with regulations and meets National Minimum Standards (NMS) and provides parents with information about how the setting runs. Public liability insurance is valid, and they are members of the Information Commissioner's Office (ICO). Leaders regularly review policies and procedures and ensure staff implement these effectively in practice. They ensure that there are risk assessments in place for all areas of the setting including activities and resources.

Leaders monitor the quality of the service and plan for improvements effectively. They ensure staff, children, parents and outside agencies' views and opinions are obtained. Leaders use this information to prepare an annual quality of care report which identifies effective practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

Leaders follow effective procedures to ensure staff recruitment checks are in place. Staff files contain all the required information to meet regulations including references and health declarations. Disclosure and Barring Service (DBS) certificates are in place for staff. There are induction procedures in place for new staff. Leaders ensure staff training is prioritised. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise. There is an established staff team at the setting. They told us they felt supported by leaders and meet regularly to discuss any issues which may arise. Leaders deploy staff effectively, ensuring they meet staff ratios to deliver safe and effective care. Children's records contain all required regulatory information.

Leaders have developed meaningful and positive relationships with parents and carers. There are good systems in place to keep parents well informed about their child's time at the setting. Parents we spoke to said staff are very approachable and always available to speak to. They commented that staff have supported the development of their child's confidence and independence and feel that staff have gone "*above and beyond*" for their 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)
Standard 10 - Healthcare	Ensure staff follow infection control procedures consistently across the setting.

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)
Develop independence skills during mealtimes consistently across the nursery.

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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