Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

University of South Wales Early Intervention Service

University Of South Wales, Early Intervention Service (elaine Morgan), Cemetery Road, Pontypridd, CF37 4BD

07786 461618

The inspection visit took place on 10/02/2026

Service Information:

Operated by:	University of South Wales
Care Type:	Children's Day Care
Registered places:	10
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	**Excellent**
Care & Development	**Excellent**
Environment	**Excellent**
Leadership & Management	**Excellent**

Summary:

Children thoroughly enjoy their time at the setting and their happiness, care and well-being are the driving force of this service. They are forming superb relationships as they have close bonds of affection with staff who clearly know them very well. Children are self-motivated and empowered to express their needs, thoughts and choices throughout their session.

Staff have a thorough understanding of their responsibilities to protect children and promote an inclusive setting. They provide nurturing care and work together seamlessly to understand all children's attempts at communication. Staff show an outstanding commitment to providing an excellent range of play and learning opportunities for children.

Leaders provide an extensive play space for children that enables them to explore freely. They operate a unique service which adapts according to the needs and abilities of the children. Leaders provide stimulating and innovative resources and experiences for all stages of development.

Leadership and management of the setting is inspiring. Leaders create a positive ethos and strive to provide a high-quality service to families. Leaders value staff and provide effective and regular support. They work closely with parents and carers to promote positive outcomes for children.

Findings:

Well-being — Excellent

Children are exceptionally happy, and their voice and well-being are the driving force of this setting. They communicate their needs and preferences confidently, through both verbal and non-verbal cues. Children happily make decisions about where they want to play and explore. Their wishes and individual interests are highly valued and acted on immediately. Children have many opportunities to communicate and express themselves. They are confident approaching staff to meet their requests as they know staff will listen and treat them with kindness and respect.

Children feel safe and secure and appreciate the relaxed atmosphere of the setting. They value the autonomy to create their own timetable and at their own pace. Children form extremely close emotional attachments with the staff as moments of joy and success punctuate the day. They cope well with separation from their parents and carers and feel very relaxed throughout the session. Children receive frequent gentle prompts and reminders about what is coming next in the day, so their play and routine is not disrupted, for instance at snack time. This enables children to feel confident and settled, and as a result they thrive at the setting.

Children are developing meaningful relationships with the staff and interactions between them are delightful. Every child's voice is at the heart of every interaction and through the Picture Exchange Communication System (PECS), children are empowered to express their needs, thoughts and choices in the setting. They confidently use PECS to initiate conversations, make choices and express themselves. For example, when a child wanted a specific resource, they used the PECS for *"I want"* and *"musical toy."* They put them on their sentence board and gave it to a member of staff who immediately repeated the sentence, praised the child and promptly gave them the resource they had requested.

Children are enthusiastic and very self-motivated to influence their own tasks and activities. They have ample freedom to explore their environment safely and fully participate in the setting as child led tasks and activities are the primary focus. Children choose from an extensive range of stimulating opportunities and resources which are carefully tailored to meet their individual needs and capabilities, and enables them to make decisions around active play, rest or quiet time.

Children have excellent opportunities to develop their independence skills which means they are able to do things for themselves successfully. For example, through structured programmes, visual aids and tailored strategies, children confidently make choices and complete tasks by themselves. They show a sense of achievement in daily activities as they achieve goals with confidence, and their successes are celebrated with everyone in the setting.

Care & Development — Excellent

Staff are highly motivated, skilled and passionate in providing excellent care and supporting children to reach their full potential. Leaders effectively organise consistent cleaning routines that reflect thorough hygiene practices and adhere diligently to the policies and procedures in relation to hygiene, health and safety. For example, they are attentive when children play with water or sand, clearing up spills to prevent slips and falls. Staff implement procedures to a very high standard and have a sound understanding of the safeguarding processes to keep children safe. They fully recognise their responsibilities to support children's well-being and report any concerns. There is a very high staffing ratio and as a result, staff continuously manage risks effectively and are aware of children's safety. They are alert around supervision and ensure they are deployed in all areas of the setting. Staff regularly exceed staffing ratios which allows them to provide children with the freedom to explore and develop whilst ensuring they are safe and appropriately supervised. They follow effective procedures to support children with allergies and dietary needs. Staff keep detailed records of accidents and incidents and respond quickly to eliminate possible risks to children.

Staff develop warm and trusting relationships with children, treating them with kindness and respect. They know them extremely well and show a genuine interest in their families, experiences and individual personalities. Staff are affectionate, gentle and consistently provide comfort and reassurance when children seek this type of interaction. They provide nurturing care and work together seamlessly to understand what children want and understanding all attempts at communication. Staff recognise that children flourish when they understand the expectations for their behaviour. They take time to connect with children, and they strive to understand the meaning behind each child's actions. Staff view behaviour as more than something to simply manage, but as a form of communication. They implement individualised strategies tailored to each child's needs to achieve this. For example, through completing a Functional Behaviour Assessment (FBA), staff design a therapeutic programme to address the behaviour constructively. This may involve making adjustments to the routine or environment as well as supporting children to express their needs or desires in a different way. This is a real strength of the setting as staff are committed to empowering children to engage positively in their interactions.

Staff have outstanding skills and knowledge to identify children's needs. They plan play and learning opportunities meticulously. Staff show exceptional commitment and devotion to supporting the children in their care. They skilfully integrate enriching play experiences into the delivery of behavioural and language programmes. This approach ensures learning is enjoyable, purposeful and specifically adapted to each child's individual needs. Staff practice during planned programmes is exemplary. They use simple language patterns to achieve clear objectives with the children and effectively use praise and children's favourite play items as rewards. Staff successfully provide a brilliant range of play and leisure activities with an excellent balance of child and adult-led opportunities.

Environment — Excellent

Leaders work together successfully and have effective procedures in place to ensure staff are aware of their responsibilities in caring for children, keeping them safe and promoting their all-round development. The premises are safe and leaders maintain the setting to an extremely high standard. Staff operate a robust entry system with access via a secure key card, and they supervise access to parents, carers and visitors to the setting. This means children are able to move around the setting independently and safely. Leaders keep a detailed record of children, staff and visitors to ensure all persons are accounted for at all times. They display information relating to the fire evacuation procedures, first aiders and children's allergies clearly in each room and effectively communicate the emergency procedures with visitors to the setting. Leaders maintain the relevant building checks, such as electrical safety testing and the annual gas safety check and retain copies of all certificates on site. Leaders implement highly effective and thorough risk assessments for all aspects of the premises and the service they provide, and review these annually. They complete daily safety checks of the environment and staff are skilled at identifying emerging risks. Leaders undertake regular fire drills with the children, so everyone knows what to do in an emergency.

Leaders provide a rich, communication focused environment which specifically meet children's individual needs. They are committed to ensuring the environment enhances children's learning experiences. It is extremely welcoming, very bright and extremely child friendly. There is plenty of space for children to move around freely and explore. There are different areas for children which provide various opportunities to motivate children. For example, there is an innovative sensory space which provides a space for children to calm and self-regulate. There are separate rooms for eating and the delivery of learning programmes which help form children's routine and familiarity of what is happening in the setting. Leaders organise the various spaces and rooms extremely well to ensure they promote all areas of children's development. They use the playrooms flexibly, and staff continually assess the impact of children. For example, careful consideration has been given to the space used for focused tasks to ensure this area is quieter and free from distractions. Leaders ensure children use the outside space frequently as it is an extension to the learning environment. They provide quality play equipment and resources which challenge and stimulate children's interest and curiosity.

Leaders provide an excellent range of high quality, developmentally appropriate play and learning resources to ensure children have good variety and choice. They provide stimulating and innovative resources and experiences for all stages of development, and ensure furniture and equipment supports children's independence. Leaders store resources in transparent boxes on higher shelving or low-level storage outside of the room. The transparent boxes mean children are able to see what they want, and this allows staff to encourage children to communicate with them to request these items. For example, we saw a child taking a member of staff to one of the boxes on a higher shelf to request an item through using gestures and some key words.

Leadership & Management — Excellent

Leadership and management of the setting is inspiring. Leaders are extremely well organised and display determination, passion and a clear vision for the service they provide. They strive to maintain consistently high standards and implement their extensive range of policies and procedures to support the running of the service they provide. Leaders have an informative statement of purpose which accurately reflects the service and ensures parents can be confident in the care of their child. They foster a strong culture of continuous professional development by supporting and empowering their highly qualified and trained staff, who clearly have a passion for learning and growth. This ensures staff are energetic and confident in their roles and have the opportunities to develop their own knowledge and practice through a range of beneficial professional learning experiences. This training, such as PECS, assists staff in their specialist roles and means they are therefore able to meet children's needs.

Leaders successfully embed meaningful self-evaluation to create an excellent quality of care report. They actively seek feedback from parents, carers, staff, children and professionals, and use their comments to inform their review. It is extremely well written and highlights their strengths as well as identifying areas they would like to enhance and develop further. Leaders are extremely approachable and welcome any ideas or suggestions to improve their practice.

Leaders consistently set high expectations and are motivated to lead staff well and support them successfully. They apply robust processes to ensure the safe recruitment of staff, students and volunteers, the renewal of Disclosure and Barring Service (DBS) checks and up to date safeguarding knowledge. Leaders implement an exemplary induction programme which ensures all staff, students and volunteers are fully aware of how the service operates, and how they can best meet the needs of the children in their care. They successfully cascade and embed successful practice to staff. This is a real strength of the setting as staff knowledge and practice is outstanding. All of the staff, students and volunteers receive regular supervisions and appraisals and have many opportunities to reflect and discuss their experiences. They feel well supported in their roles and a team ethos is very evident; they communicate and collaborate effectively which has a positive impact on the children.

Leaders are dedicated to ensuring children truly are at the heart of the service they provide. They develop excellent partnerships with families within the community to ensure their practice is inclusive. Leaders develop strong links between staff and other professionals. For example, as well as liaising with families, they also work alongside behaviour analysts and therapists to empower children to communicate effectively, to support their emotional well-being and enable them to engage positively. There are clear procedures and protocols in place for sharing information which leaders follow consistently to ensure children benefit from the action taken. Leaders gather comprehensive information about each child before they start at the setting, which enables them to deliver high-quality care and ensure children's programmes are individualised to their needs.

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.

CIW has no areas for improvement identified following this inspection.

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)
	No NMS Recommendations were identified at this inspection

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