Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Pufflings Daycare

Stepaside Cp School
Carmarthen Road
Kilgetty
SA68 0UG



Date Inspection Completed

25/02/2025

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About Pufflings Daycare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Pufflings Daycare
Registered places	19
Language of the service	English
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 is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Adequate**
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 have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and take effective decisions about what they want to do.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff do not consistently use positive behaviour management strategies to manage behaviour. Staff effectively support children in their play and learning.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A stimulating range of indoor and outdoor resources promote children's all-round development.

Leaders are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They encourage an active partnership with parents and feedback from them is very positive. Leaders have worked positively with Care Inspectorate Wales (CIW) during the course of this inspection.

Well-being Good

Children are happy and enjoy their time at Pufflings Daycare. They have a strong and confident voice, for example leading staff to areas they would like to play and asking the member of staff to play with them. Children are engaging communicators. They happily approached us as visitors to the setting, to chat about monster trucks and show us their favourite toys. Children have good opportunities to make choices. They choose from a range of activities and play opportunities within the familiar structure of the session.

Children are settled and cope well with separation. They happily come into the setting, keen to get on with their play. Children express enthusiasm and enjoyment. We saw them smile, laugh, enthusiastically follow dance routines and positively join in with the day's activities. They are forming friendships and bonds of affection. Children have a strong sense of belonging and are very familiar with routines. They access the cloakroom to carefully store away their toys and confidently explain where their drinks are kept. Children help at tidy up time and inform staff that they must wash their hands to get rid of germs.

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. We saw children play together in the role play hairdressing salon and listened to their expressive chat as they immersed themselves in their roles. They reassured each other that the hair dryer was nothing to be scared of and asked, *"Who has made this mess?",* when hair dressing items were left on the floor. Interactions between children and staff are mostly positive. Children are keen to involve staff in their play and invite them to do so. Children chatter away to staff and receive appropriate and genuine responses.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities that promote their all-round development. We saw children enthusiastically participate in outside play, enjoying riding their vehicles down the gentle slope of the playground and sustain imaginative play in the role play area. Children have good opportunities to engage in adult led activities such as painting, or to engage in free play activities, following their own ideas and interests.

Children have good opportunities to develop their independence skills. They are quite independent within the setting, accessing their bags, drinks and toilet facilities when needed. They behave well at lunch time and ably feed themselves. Children self-register on arrival, putting their pictures on the emotion they are feeling. They can clearly explain why they do this. For instance, one child explains, *"I am tired, so I have put my picture here."*

Care and Development — Adequate

Staff have a good 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. They have a good understanding of children's health needs including allergies, dietary requirements, and medical needs. Staff provide nutritious snacks and meals brought in from home are appropriately stored. They offer milk or water regularly throughout the session. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. They record accidents and incidents appropriately along with the administration of prescribed medication. Staff follow effective infection control procedures by washing hands after changing a nappy and before preparing food, for instance. Hygienic nappy changing and toileting practices are in place. Staff maintain accurate records of the children and staff attendance.

Some staff support children very well in developing emotional literacy. They have some interesting discussions around emotions and encourage children to say nice things about each other, recording this on a compliments display. Staff do not always display a good understanding of the behaviour management policy and do not consistently implement positive strategies. Some staff relied too much on negative responses such as *"no, no, no"* rather than using the range of other strategies that were sometimes seen earlier in the session. Leaders are keen to cascade their learning and approach to positive behaviour management to all staff and determined to make progress in this area. Sometimes positive praise is used to good effect. For example, a child was praised for sleeping in their own bed for the whole night and proudly received a sticker. Staff encourage children to use good manners and to be helpful, gently reminding them to carry their plates to the sink following snack time. Staff are responsive; they listen to children, chat with them and respond appropriately to children's emotions. For example, when a child expresses that they miss their mother the staff member responds that they will be here soon. Staff know the children well and have a good knowledge of their needs.

Staff promote children's play and learning successfully by following their interests and preferences. They play alongside children and sometimes look for opportunities to extend their learning. During sand play, for instance, a staff member introduces counting as they play. Staff assess children's development and progress and keep meaningful records which help to inform the next steps in children's learning and development. They recognise when children may have additional needs and take purposeful action. They make effective use of the support and expertise available to them from external agencies. Staff use Welsh effectively and children join in with familiar songs and language patterns regarding the weather, days of the week and counting.

Environment — Good

Leaders have a range of policies and procedures in place to ensure the environment is suitably safe, secure, and well maintained. The premises both inside and outside are secure; locked doors ensure only authorised access. Staff complete effective and accurate risk assessments which are regularly reviewed. In addition, staff complete comprehensive daily safety checks of the indoor and outdoor environments to identify and eliminate any risks to children's safety. The setting is clean, tidy and well maintained. Thorough cleaning routines are in place which ensure that the environment is well managed in terms of infection prevention and control. Leaders ensure they carry out an appropriate number of emergency fire drills at varying times meaning that children know how to safely leave the building in the event of an emergency.

Leaders make certain the environment has very good indoor play space which children freely explore. The setting is bright, welcoming and accessible. Children benefit from thoughtful displays which promote literacy and numeracy skills, equality and diversity. Children's work and learning journeys are displayed which strengthens their connection to the space. The room is divided into interesting areas which support children in their play and learning. Children have opportunities for role-play in a well-resourced themed area for instance, which staff change frequently depending on children's interests. Leaders ensure that the outdoor play space is used often. Careful consideration and planning of the outside area, as well as interesting and varied resources and accessible play equipment, challenge and stimulate children's curiosity and interest. For example, children are involved in planting and growing vegetables in raised beds and take the produce home when it is ready. Children can also access the school grounds and take part in local trips to further expand their enjoyment of outside space.

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 construction play, physical 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, which are clean and well maintained. Leaders successfully support diversity and equality weaving resources and celebrations from differing cultures into everyday activities

Leadership and Management — Good

Leaders are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively. They update the setting's policies and generally ensure staff implement these in practice. There is a statement of purpose in place which provides an accurate picture of what the service offers. This enables prospective parents to make an informed decision about using the service. Leaders have worked positively with Care Inspectorate Wales (CIW) during the course of this inspection and are keen to improve and provide a high-quality service for children and families.

Leaders ensure that documentation is well organised and easily accessible. They ensure there are strong procedures in place for the self-evaluation of the setting. Leaders complete a quality-of-care review which is a purposeful and thorough and includes the views and opinions of children and parents using the service. They clearly identify strengths of the service and prioritise areas for improvement. Leaders implement safe recruitment procedures to safeguard children. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise. Leaders have established good systems to manage Disclosure and Barring Service (DBS) checks for staff and mandatory staff training. However, not all staff who handle food have a current Food Hygiene certificate in place. 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 with were positive about the setting, highlighting good communication and flexibility to the needs of the family as particular strengths. Feedback received from questionnaires of parents who use the setting is very positive. They tell us, *"My daughter loves her time here and all the staff are so caring and helpful,"* and *"They are polite, the facilities are excellent, and most importantly, my son loves going to Pufflings."*

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.

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)
Standard 10 - Healthcare	Update and maintain food hygiene training.
Standard 9 - Behaviour	Develop consistency in managing children's behaviour positively.

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