Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Gofal Plant Tregeles

Ysgol Gynradd Gymraeg Tregeles, St. Johns Terrace, Neath, SA10 7ND

07956199115

**Date(s) of inspection visit(s):**

6 May 2025 06/05/2025

## Service Information:

| | |
|---|---|
| Operated by: | Gofal Plant Tregeles ltd |
| Care Type: | Children's Day Care |
| Registered places: | 20 |
| Main language(s): | Welsh and English |
| Flying Start service: | Yes |
| Receive funding to provide early years part time education: | No |
| Promotion of Welsh language and culture: | The service provider anticipates, identifies, and meets the Welsh language and culture needs of people. |

## Ratings:

| | |
|---|---|
| Well-being | Good |
| Care & Development | Good |
| Environment | Good |
| Leadership & Management | Good |

## Summary:

Children are settled, happy and enjoy their time at the setting. They develop a sense of belonging and make strong relationships with staff and each other. Children have good opportunities to learn and develop from the experiences provided for them and are completely absorbed in their play.

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 use positive behaviour management strategies to a good effect. They ensure that there is a range of activities available for the children as well as good opportunities for children to follow their own interests.

People who run the setting have effective measures to ensure the environment is safe and secure. The setting is equipped with a wide range of age appropriate and good quality resources that meet the needs of the children and allows them variety and choice.

People who run the setting and staff work very well together as a team. They have developed good partnerships with parents and carers. People who run the setting have recently improved their processes to review, and update documents and policies when needed. However, concern records are incomplete and do not evidence the action taken or the outcomes.

# Findings:

## Well-being — Good

Children have numerous choices and opportunities to make decisions about how they spend their time. They choose which resources they want to play with, decide which activities they want to take part in and choose when they are ready for snack. Children are extremely confident to communicate their thoughts and ideas, as they know staff will listen and show interest. All children can freely explore their environment and enjoy a good range of age-appropriate resources both indoors and outdoors.

Children are settled and are very happy. For example, the older children arrived for lunch, full of enthusiasm and eager to greet the staff and share their news. The children know the staff very well and have developed secure and positive relationships with them. These strong relationships support children to confidently make choices and participate positively in their play. Children are happy at the setting and express enjoyment as they join in with storytelling. For example, helping to retell a road safety story, dressing up as characters and remembering all the phrases and actions.

Children develop friendships and clearly enjoy being in the company of other children. They play happily alongside each other or together, regardless of age differences. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, one child made space for his friend to join him in playing with the toy ambulances, whilst another child helped his friend in the role play area, where they became the doctor and patient. They are encouraged to make healthy, rewarding and meaningful connections by building friendships and being kind.

Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For example, a group of three children played with the cars and ramps for a significant amount of time, reminding each other of taking turns and sharing the two ramps between them. Children thoroughly enjoy and are completely absorbed in their play.

Children have good opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack and mealtimes children serve themselves milk and water. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions. For example, the rolling snack allows children to continue their flow of play until they are ready to stop and snack. During a whole group activity, two younger children decided they did not want to join in as they were busy exploring other resources, their wishes were respected and they were reminded that they could join when ready. Children of all ages have extended periods of uninterrupted time to play and as a result are developing appropriate levels of concentration and perseverance.

## Care & Development — Good

Staff demonstrate a good understanding of their responsibilities to keep children safe and healthy. They have a good knowledge of safeguarding procedures and are confident when they are asked about hypothetical scenarios. Staff follow good hygiene practices in relation to nappy changing and food hygiene. They are confident they are part of a team that co-operates carefully to ensure that the children's health is a priority. There are cleaning and hygiene procedures and practices in place, where everyone takes responsibility and is very aware of rotas, but also identify and complete tasks as and when required. There are sufficient staff with a paediatric first aid qualification. There are suitable systems in place for recording accidents and incidents. However, these records have yet to be analysed to identify any trends or patterns in order to inform future risk assessments. Staff have positive relationships with their colleagues and communicate very well with each other; this ensures they supervise and support children effectively at all times.

Staff interact with children in a calm, kind and caring way. There is a suitable behaviour management policy in place, which staff follow. Staff are respectful in the way they speak to children and each other, making them positive role models. They also build positive relationships with children and offer encouragement and praise throughout the day. For example, we saw children being praised for helping others and for caring for the environment. Staff are on hand to help resolve minor disagreements such as two younger children wanting the same toy car. They support children to speak or express themselves well as they provide a consistent response and interaction.

Staff successfully meet the needs of children; they support children's learning and development well through positive interactions and the activities and opportunities they provide. Staff know the children well and plan activities based on individual interests. Key workers record children's progress and identify their next steps in learning. They take appropriate action, in a timely manner, when they recognise children may have additional needs and make good use of the support services. Staff support and provide for children with additional needs and medical conditions and keep parents informed, celebrating progress and promoting inclusive practice.

## Environment — Good

People who run the setting ensure the environment is safe, clean and secure. The setting is located within a school, where the main door is securely locked and visitors are asked to sign in when they arrive at the school's main reception. During the course of the inspection, the people who run the setting have introduced their own visitor's book in addition to the school's security measures. They ensure they conduct regular fire drills, which are recorded and analysed. People who run the setting have completed a fire risk assessment in line with the school's document and most staff have completed fire warden training. Safety certificates were made available on the day of inspection and since the visit, records of safety checks are also kept by the setting. They carry out daily safety checks and keep purposeful risk assessments, which are reviewed as and when any additional measures are identified. People who run the setting maintain an electronic daily register, where children and staff are signed in and out of the setting accurately, this also includes staff logging breaks when they are not responsible for the children.

People who run the setting ensure the premises is warm, welcoming and child friendly. The indoor area is light and gives children space and freedom to move around. There is sufficient play space for their maximum capacity. People who run the setting ensure nearly all children can independently access resources by providing low-level storage, furniture, and equipment. This supports their development and self-directed learning. People who run the setting understand the importance of outdoor play to promote children's development and ensure children have access to the outdoors during the day. They are in the process of planning free flow opportutnties for the older children in the afternoon with the aim to adapt the outdoors for younger children to benefit from independent access too. The outdoor area is safe and secure and offers a range of appropriate play opportunities and equipment including planting areas, a resourced mud kitchen, a slide, and a marked road for children to enjoy riding their bicycles on.

People who run the setting provide age-appropriate resources both indoors and outdoors. There is a range of resources, which includes, role play toys and costumes, puzzles, games, construction play, mark making resources, and books. They have started to introduce real life objects in the home corner and have recently attended training to support the use of multicultural resources within every day play. There are resources which enhance children's awareness of cultures and diversity and children's understanding of Welsh. Leaders ensure displays celebrate Welsh culture.

## Leadership & Management — Good

People who run the setting have a strong vision that they share with their staff. Their statement of purpose accurately reflects the service provided and meets the National Minimum Standards. They have a wide range of clear policies which they review annually. Concern records are kept confidentially and include detailed accounts. However, people who run the setting have not included details regarding the action taken and outcomes of concerns. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. People who run the setting have a good understanding of their responsibilities to promote the Welsh language by actively recruiting Welsh speaking staff whenever possible. They provide parents documentation in Welsh upon request and ensure the main language used at the setting is Welsh, encouraging staff to immerse the children in the language through stories, songs and their daily activities.

The self-evaluation process is good. People who run the setting seek the views and suggestions of parents and staff. They ask children for feedback during activities and receive verbal feedback form external agencies who visit the setting. They produce a quality of care report which reflects upon the service provided and identifies areas for improvement. People who run the setting set and evaluate appropriate priorities, accurately identifying targets for the setting in the improvement plan. For example, improving their understanding of how to embed multiculturalism in their everyday practice.

People who run the setting follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required. During the inspection, people who run the setting included statements confirming the photographic identity of staff in each file. The performance management process is satisfactory. Supervision and appraisals are conducted by leaders and these meetings are now being recorded in individual staff books. However, they have yet to review and fully embed the system. People who run the setting ensure that staff are deployed effectively to ensure staffing ratios are correct and therefore children's needs are met. Staff we spoke to were positive and said they feel very supported in their role.

People who run the setting ensure communication with parents is valuable in order to promote positive outcomes for children. For example, staff use an app to document children's achievements and share information with parents such as photos and observations as well as personal care information. Parental feedback is extremely positive, with parents praising the staff for their care, support, flexibility and inclusive approach. People who run the setting utilise the expertise of umbrella organisations and outside agencies.

# 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.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

| Summary of Areas for Improvement | Date identified |
|---|---|
| We cannot be confident that children are safeguarded as records do not evidence the action taken and outcomes of concerns. | 06/05/25 |

# 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 24 - Safety | To analyse accident and incident records in order to identify any trends or patterns and review risk assessments accordingly. |
| Standard 13 (Day Care) - Suitable Person | To fully embed the supervision process and review the effectiveness of the current system. |

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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**CIW has not issued any Priority action notices following this inspection.**

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