Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gofal Plant CWTCH Childcare - Fairwater

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Date(s) of inspection visit(s):

11/06/2025

Service Information:

Operated by:	Gofal Plant CWTCH Childcare - Fairwater Limited
Care Type:	Children's Day Care
Registered places:	22
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 is not meeting the Welsh language and culture needs of people and this requires improvement.

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 the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are good role models, and they build the confidence and self-esteem of the children in their care.

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 wide range of indoor and outdoor resources promote children's learning and development.

Leaders are organised and manage the setting effectively. They have an effective range of policies and procedures which staff implement successfully. Leaders strive to provide a quality service and actively support staff to do their best through sufficient ongoing training, support and resources. Leaders are committed to ensuring parents and carers feel included in their child's learning.

Findings:

Well-being — Good

Children are very confident to communicate their thoughts and ideas, as they know staff listen and show much interest. They have many choices and opportunities to decide how they spend their time. For example, a child thoroughly enjoyed transporting water from the water tray to the muddy kitchen to make mud pies and then moved indoors to try on the dressing up clothes. Children who do not wish to take part in a planned activity say so clearly and happily select different play resources**.** They enjoy making decisions at lunch time deciding which foods to select for their main course and dessert.

Children feel very safe and happy. They benefit from effective settling in processes and receive hugs and reassurance from staff if upset or tired. Children have a sense of belonging because they form strong relationships with the staff caring for them. They feel valued as individuals as staff know them and their families well. For example, we heard children chatting to staff about their younger siblings and days out with their family.

Children interact with each other and staff in a positive manner. They happily play alongside each other and are beginning to share and take turns. Children are becoming self-aware and are learning to be sensitive to the needs of others. For example, one child comforted their friend when they hurt themselves and another fetched their friend's water bottle and offered them a drink. Children respect toys and resources, carefully handle delicate items such as china plates, and understand how items should be used.

Children thoroughly enjoy their opportunities to play and learn. They show a keen interest and engage well in the range of experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they showed much excitement as they experimented during water play, testing how quickly they could make a plastic duck float down a length of sloped guttering. Other children enjoyed using glue and different types of paper to make collages or singing songs at circle time.

Children have extended periods of uninterrupted time to play and as a result are developing appropriate levels of concentration and perseverance. They are offered good opportunities to develop self help skills which enhances their independence and confidence. For example, they wash and dry their own hands before eating and serve their own food from a serving dish at mealtimes.

Care & Development — Good

Staff are experienced, knowledgeable and consistently implement the setting's policies and procedures. They follow effective hygiene practices. For example, they wash hands before preparing food and after wiping a child's nose. They wear personal protective clothing when serving food and when changing children's nappies. Staff ensure that foods served are varied, healthy and nutritious and of suitable portion size. The setting has just achieved a healthy eating award. There are sufficient staff with a paediatric first aid qualification and suitable systems in place for recording accidents, incidents and the administration of medication. Staff ensure parents and carers are informed and sign the relevant records. Staff prioritise safeguarding and have a clear understanding of their responsibilities to protect children. They know how to raise concerns and are aware of their individual responsibility to report a child protection concern to social services if needed. Staff work as a team and communicate very well with each other. They use walkie talkies if working in different areas of the setting; this ensures they always supervise and support children effectively.

Staff are kind, caring and create a calm and relaxed atmosphere. They are good role models and interact warmly and purposefully throughout the day. For example, they sit with children during lunch and snack time, modelling good social and communication skills. Staff promote positive behaviour very well. They consistently implement the strategies outlined in the behaviour management policy. Some staff have completed 'connection to correction' behaviour management training which has had a positive impact on their practice. Staff affectionately praise children and explain reasons for their praise, which reinforces learning. For example, we heard staff say, '*thank you for being kind and helpful*, *you need to be kind to your friends, or they will be sad*'. Staff have a good understanding of children's development, which means they have realistic expectations of children and set appropriate boundaries.

Staff meet the needs of children effectively. They are motivated and enthusiastic and support children well in their learning and development. Staff use 'in the moment planning' to record and reflect upon children's daily interests and learning. This informs the play experiences they offer during the child's next session at the setting. Staff told us children are far more engaged in their learning and play since they started this way of planning. Staff use this information to write a monthly observation reports which clearly show how children are progressing. There is a suitable policy and procedure in place for supporting children with additional learning needs, although the person in charge told us they have not yet had to implement these. Some staff have undertaken training in Makaton to support children who may have any emerging needs. We heard a few staff using incidental Welsh throughout the day to support children's Welsh language development.

Environment — Good

Leaders ensure the environment is safe, secure and well kept. They ensure gas, electrical and fire safety equipment is tested regularly. Staff complete morning and afternoon safety checks in all areas of the setting used by children. They record found risks and alert leaders to any hazards that require addressing. There are a wide range of thorough risk assessments which are reviewed regularly. However, we noted one risk in the environment that leaders had not independently identified. Leaders keep accurate records of children's and staff's attendance and ensure the premises are secure with a good system in place to record any visitors to the setting. This means they can account for all the children present at any time. Leaders practise regular fire drills so that children are familiar with the routine. However, staff do not always record the time that the drill took place. This would enable staff to make sure that drills are practiced at varying times and that all children have an opportunity to take part. Staff clean surfaces and play areas throughout the day and a housekeeper undertakes a more thorough clean daily. This ensures the environment is well managed in terms of infection prevention and control.

Leaders offer a homely and welcoming environment. There is plenty of space for children to play and learn, where they have the freedom to move around independently and safely. Leaders and staff prepare the play spaces imaginatively to enhance children's play experiences. For example, a well-resourced home corner, dressing up, comfortable story/book corner, and an area for art and craft activities. The outdoor play area is a safe space and offers many stimulating opportunities, such as a gardening area, large walk in sandpit and mud kitchen, water play, soft play equipment and ride on toys. Children can access the outdoor area at any time during the day and have use of wellies and wet weather suits. There is a confidential meeting area and an office where the setting's paperwork is stored securely. Framed photographs and canvasses of the children are displayed around the setting which helps children feel a sense of belonging.

Toys and equipment are clean and in good condition. There are some resources to promote diversity and our multi-cultural society such as dolls and books. The setting has good quality furniture and resources to support children's independence. Resources are sufficient in quantity to allow children a choice and prevent disagreements. Leaders ensure children can easily access resources and materials as they are stored on low level shelves or within reach. There are a suitable number of children's toilets and nappy changing facilities available, which are clean. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Leadership & Management — Good

Leaders are motivated to provide a high-quality service and have a clear understanding of their roles and responsibilities. They have a good vision for the setting and share this with others. Leaders provide parents and carers with a detailed Statement of Purpose which accurately reflects the setting meaning they can make an informed decision about the care of their child. Leaders engage positively with Care Inspectorate Wales (CIW) and regularly inform us of any updates and changes at the setting. They keep all required regulatory records up to date and well organised. For example, they collect information about the child, their needs and a range of permissions including consent to seek medical treatment in an emergency. Leaders have a wide range of policies in place, which are reviewed regularly.

Leaders conduct an effective self-evaluation process. They reflect on the service they provide to support their quality of care review. Leaders seek feedback from the children, parents/carers and staff and target improvements based on feedback. For example, to work more collaboratively with parents and give activity ideas to take home and explore. The review is detailed and recognises the setting's strengths as well as prioritising areas for development. There is a complaints policy in place, but it does not include information on procedures should another agency need to investigate (concurrent investigation).

Leaders follow a safe recruitment process to safeguard children. They have strong systems in place to update suitability checks as needed. Leaders recognise the importance of supporting staff through their own development and therefore ensure they receive regular training as part of their ongoing professional development. Supervision and appraisals are conducted by leaders and help staff to be reflective of their practice. Leaders ensure all staff have a current Disclosure and Barring Service (DBS) certificate and up to date training in safeguarding, first aid and food hygiene. They deploy staff 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.

Leaders know good communication with parents promotes positive outcomes for children. For example, staff use a digital app very effectively to share information with parents including children's achievements, photos, observations as well as personal care information. Parental feedback is extremely positive. For example, parents praised the staff for their constant care, support, flexibility and inclusive approach. Parents said they '*feel supported and welcomed from the start of their nursery journey',* adding that their children *'are thriving in the care of the setting'*. Parents are invited to stay and play sessions. For example, on the day of the inspection 'dads' had been invited in for a special Father's Day event and we saw them playing alongside their children.

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)
Standard 24 - Safety	Ensure doors to the garden are secured safely when left open for free flow indoor/outdoor play.
Standard 19 - Complaints	Update the complaints policy to include procedures for concurrent investigation.

Best Practice

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.

Recommendation(s)
Ensure fire drill records are completed in full for audit purposes.
Increase the use of incidental Welsh language.

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