



Blodau Bach Trehafren



Trehafren Childrens Centre, Trehafren Meeting Hall, Lon Derw, Newtown,
SY16 1QB



07841340418

Date(s) of inspection visit(s):

03/06/2025, 05/06/2025

Service Information:

Operated by:	Powys County Council Childcare Team
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	English
Flying Start service:	Yes
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 confidently express themselves, and their needs are considered. They are happy, settled and comfortable in their environment. Children have good opportunities to make choices and decisions about what affects them. They have freedom to explore their indoor and outdoor environment safely and have access to a variety of activities.

Staff follow clear policies and procedures to create a healthy and safe environment. They understand their responsibilities to protect children as well as supervise play, manage risks and provide healthy snacks. They support children in their development through providing good opportunities and experiences.

Leaders have clear policies, so everyone understands their role in keeping children safe. They ensure a welcoming, well-maintained and secure environment. Leaders have effective health and safety measures in place to minimise risks to children. They offer play areas which are well

organised with accessible and age-appropriate resources.

Leaders have a clear vision and are aware of their regulatory responsibilities. They ensure documents are organised and maintained and use the views of children and parents to plan improvements. Leaders support staff with their training, make use of their community, and work with parents to promote children's development.

Findings:



Well-being

Good

Children express themselves confidently amongst friends and staff. They ask staff for support, or for certain resources and know they will be listened to. For instance, a child expressed they wanted to play hide and seek, and this was facilitated immediately by staff. Children consistently make decisions about what affects them. They enjoy the free flow aspect and choose what and who to play with, and whether to stay indoors or go outside. Similarly, during their play, they choose when they wish to have their snack and can make choices around which fruit they would like.

Children are happy, settled and clearly comfortable in their environment. They arrive with enthusiasm and choose to explore their environment or sit on a carpeted area to settle in and chat. Children are familiar with the setting's routines which helps them feel safe. For example, children know what happens after certain activities such as during the tooth brushing session. Similarly, whilst outdoors, children wave with excitement when they see the weekly refuse lorry arriving.

Children interact positively with their friends and with the staff caring for them. Interactions between children and staff are consistently good. Children co-operate well and are actively interested and engaged. They show great excitement with new resources. For instance, children shriek and laugh as they busily gather around a new water butt. One child enjoyed filling a small cup with water and upon pretending to drink it, said, "*It's delicious!*" Children have a sense of belonging and have built positive bonds of attachment with the staff. They are excited to see staff and enjoy chatting about their interests, inviting them into their play. Children are also comfortable around visitors, because they know they are safe with the staff.

Children have the freedom to explore their indoor and outdoor environment safely and do so with confidence, enjoying the opportunity to follow their own instincts and ideas. Indoors, children spend time in different areas such as the home corner or in the movement area. They feel a sense of achievement when they master the spinning chairs or successfully navigate the climbing frame. Outdoors, the children follow their own interests and are fully engaged in their play and learning experiences. They enjoy practicing their filling and pouring skills. For example, in the mud kitchen, they empty tea bags into colanders and teapots, expressing their enjoyment whilst mixing and pouring their home-made tea.

Children have access to a good variety of self-directed experiences which enable them to gain a range of skills, be independent and promote their all-round development. For example, they can decide when they wish to have their snack and they understand, if the table is full, they happily wait their turn. They also thoroughly enjoy the practice of using the portable handwashing station when they wish, where they learn to wash and dry their hands without support, as well as disposing of their paper towels. Children independently collect their own cups and plates, before sitting at the

table, and learn to pour their own drinks from small jugs and take their time to open yoghurt lids, with positive encouragement and care from staff.



Care & Development

Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and well-being. They identify and actively manage risks, and children receive consistent responses. Staff are familiar with the child protection policy and are confident with the setting's procedures, should they have concerns about a child. They practice good hygiene procedures and maintain cleaning routines, such as sanitising tables before snack time. Staff provide healthy snacks with an option of milk or water for children to drink. Staff also encourage children to wash their hands as they promote their personal hygiene, particularly following activities and before snacks. Staff adhere to the setting's nappy changing policy and ensure dignity and privacy are maintained. They chat and sing to children as they change them, and parents are informed about nappy changes via a communication app. Staff are knowledgeable regarding the setting's procedures when dealing with allergies and are fully aware of children's dietary needs. Accidents and incidents are recorded accurately, and these are signed by parents to evidence they have been informed.

Interactions between staff and children are consistently positive. Staff are respectful towards each other showing care and kindness. Many staff are highly sensitive to the experiences of children and are responsive to levels of support linked to individual needs. For example, when children become upset, they offer time, space, care and empathy whilst using effective distraction techniques such as soft tones and songs. Staff demonstrate they have a good understanding of every child's development. They take opportunities to question the children and extend their thinking during their play. For instance, as children explored the water butt tap, staff asked, "*If you push it, what do you think will happen?*" Staff plan opportunities for children to learn about languages such as using incidental Welsh through songs. Staff are good role models and have created a busy, happy working environment.

Staff demonstrate they know children well and can provide detailed information about children's needs and routines. They take pride in the opportunities they provide for children to lead their play. Staff ensure both indoor and outdoor areas are carefully prepared and presented to appeal to children's curiosity. They use praise effectively to celebrate children's achievements which boosts their self-esteem and confidence. For instance, when children jump on the stepping stones outdoors, staff respond enthusiastically, "*Good jumping! Well done!*" Staff carry out observations and use these to inform their planning and the children's next steps. They record the children's development through clear assessments and document skills and achievements clearly. Leaders are experienced and collaborate with the staff to discuss the actions they take to support children with additional learning needs, using appropriate networks and partnerships to meet children's needs.



Environment

Good

Leaders have effective measures and policies in place to ensure everyone understands their responsibilities in relation to the safety and welfare of children. They offer an environment which is safe, secure, and well maintained both indoors and outdoors. Leaders carry out regular fire drill and evacuation processes and all records are up to date. They ensure all fire equipment is serviced and building safety checks are completed and documented correctly. Leaders keep a range of risk assessments, including equipment, which are purposeful. However, these had not been reviewed annually or updated to include new resources. Following the inspection visit, leaders updated all risk assessments. Leaders ensure visitors sign the visitors' book upon arrival and departure, which means all adults in the building are accounted for. They keep a daily register which records children's attendance. Following the inspection visit, leaders told us they had further developed the register to include staff and the arrival and departure times of children.

Leaders ensure both the indoor and outdoor environment promote children's independence, enabling them to freely explore and make their own choices. They provide an indoor environment which is welcoming, light, spacious and homely. They offer well organised play spaces, which have been arranged into areas of learning such as role play, sensory, creative and a calm story corner. Leaders display signage and boards which include examples of the Welsh language and heritage, along with photographs of the children's families. They also celebrate children's artwork, showing children their work is valued. Outdoors, leaders offer an area which is enclosed, partly sheltered and inviting. They provide a nearby toilet area which provides child friendly facilities, a safe nappy changing area and a designated area for children to store their personal items, which provides a sense of belonging.

Leaders provide an extensive range of high-quality resources which are age appropriate, offering endless opportunities and time for children to explore, play and learn naturally. All resources are carefully arranged at accessible heights meaning children can access them whenever needed. Leaders prepare a range of natural and stimulating resources which are carefully laid out on open storage units or in tuff trays. For example, dinosaurs with astro turf and pinecones for imaginative play, along with cardboard tubes and milk crates in the construction area. Role play areas are enhanced with authentic resources such as real pasta, cooking utensils and cookbooks. Staff provide opportunities to develop cultural awareness through books and dolls, which promote diversity and inclusivity.



Leadership & Management

Good

Leaders have a vision for their setting and share an up-to-date statement of purpose which accurately reflects the provision. They keep a comprehensive file of policies and procedures which are reviewed annually or when required. Leaders ensure policies and procedures are readily available for staff and parents to read as and when they wish. They are aware of their regulatory responsibilities and keep their documents organised and maintained. Leaders keep records stored in a confidential office. They keep comprehensive, up-to-date records, including children's files, and ensure all necessary legal documents are in order.

Leaders provide a detailed annual self-evaluation review. They carefully consider the views of parents, staff, and children through a range of methods and respond to these to maintain standards and make improvements through an action plan. Leaders make effective use of grants to enhance the practice and quality of the setting.

Leaders manage staff well. They ensure all relevant documentation is organised within their staff files and stored confidentially and securely. New staff explained to us their induction process and told us they feel supported. Staff we spoke to were positive and complimentary of the support they receive. Leaders hold regular supervisions with staff and annual appraisals, which enable staff to discuss and fulfil targets and their personal development. Staff training is managed well, ensuring staff can attend courses and achieve goals, such as Welsh language courses. Leaders ensure mandatory training such as safeguarding, first aid and food hygiene are up to date. They arrange regular staff meetings where ideas are shared openly to further promote effective practice.

Leaders make good use of their community and told us they plan to develop this further. Children currently have opportunities to visit local areas such as the library and park, supporting them to develop a sense of identity. Leaders work in partnership with the local authority and network with health professionals and umbrella organisations. Leaders have also established positive partnerships with parents. For instance, they invite parents to attend weekly 'Stay and Play' sessions which give parents the opportunity to see their child interact with other children and learn through play in a relaxed environment. Parents told us they are very happy with the setting and are pleased with how quickly their children settle. They appreciate regular communication via an app and enjoy being informed about their child's day through photographs. Parents commented staff are approachable, describing them as 'friendly' and 'professional'.

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 all risk assessments are reviewed at least annually or as and when required, such as for new resources, events, visits and individual needs.

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.

There are no Best Practice recommendations.

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