Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## County Child Care St Davids RC CYF

St. Davids Rc Junior & Infant School, Caldicot Way Pontrhydyrun, Cwmbran, NP44 1UF

07889346348

**The inspection visit took place on 11/06/2026**

## Service Information:

| | |
|---|---|
| Operated by: | CountyChildcare St DavidsRC.CYF |
| Care Type: | Children's Day Care |
| Registered places: | 24 |
| 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 provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people. |

## Ratings:

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

## Summary:

Children have a sound voice, and their ideas and needs are shared and responded to effectively by staff. They have choices about where and what they play with and enjoy taking part in freely chosen activities and routines. Children interact well and have appropriate opportunities to be independent.

Staff understand and implement appropriate policies and routines to keep children safe. They effectively support children to lead a healthy lifestyle through snack choices and physical activities. However, handwashing should be closely monitored. Staff are caring and understanding, promoting positive interactions well. They plan some suitable activities for children to support their play and learning.

The manager completes appropriate assessments and checks to ensure the environment is safe. The spaces available for children to use are light, bright and suitably maintained. Outdoors areas

are currently not being used as some maintenance work was expected. The environment is equipped with some suitable resources.

The management team have worked hard to ensure they meet regulations. However, policies and procedures are more generic and lack detail. The management team are committed to self-evaluation and making positive improvements. They have created a good team of staff who work well together. Information is shared appropriately with parents, and the setting has good links with the school.

# Findings:

## Well-being — Adequate

Children communicate confidently and share their ideas and interests with enthusiasm. They make choices about how they spend their time as they decide where and what to play with. They are asked for ideas about how they spend their time. For example, staff asked what they would like to play with at the start of the session and some children responded with their ideas such as *"I want to play in the water tray."* Others carried on choosing what they wanted to do.

Children are familiar with the environment which helps them feel settled and happy in their surroundings. They enjoy attending the setting, feeling safe in the care of staff with whom they have developed a positive relationship. The children form positive relationships with the school as they are collected from the school nursery session as part of wrap around care. On collection from morning session from the nursery, children start their session within the school hall where most of them choose to have hot lunch with the infant school children. This helps them to develop positive relationships with the school they are likely to attend as they get older. They also learn to become accustomed to the routines of the school and therefore transition smoothly. Children form meaningful friendships and enjoy playing alongside others. They are listened to and responded to appropriately by staff, helping them to feel valued.

Children show understanding towards others as they use the space and resources cooperatively. They follow the routines and respond well to simple instructions given to them by staff. For example, when they are asked to line up to go to the hall for their lunch they respond appropriately. Most older children interact with care and understanding. Older children often ensure the younger children are able to join in with games and have the space they need to play.

Most children engage well in their chosen activity and can follow their interests. Some enjoy playing alongside others. They play with construction toys and small world toys. They do craft activity and self-direct their own play as they complete a jigsaw, paint or sit in the quiet area. However, we noted that during the session the floor became very cluttered, this can pose a safety issue with toys that are played with and abandoned, and the children are not actively encouraged to tidy up.

Children confidently use the facilities such as toilets as they are easily accessible. They are supported and given opportunities to be independent. For example, they can access their belongings themselves. Children have free access to a suitable number of resources, and they independently get items such as, the mark making and paper out, so they can create their own artwork.

## Care & Development — Adequate

A suitable number of staff have adequate training to support them in ensuring they know the correct procedure to follow if they have concerns about a child. The procedure is clearly displayed at the setting so it can be referred to if needed. Staff implement effective safety routines, so children are kept safe. This includes supervising the children appropriately and completing regular fire drills, so everyone is aware of the emergency procedure. Staff deal with accidents and incidents appropriately and these are recorded and shared with parents.

Staff provide appropriate care, routines and activities to promote a healthy lifestyle. They offer snack choices. For instance, during the session the children were offered pitta bread with mango chutney. On viewing the snack rota, it was noted that it was predominated with carbohydrates each day. In discussion with management, we were told most children are generally not hungry or wanted their snacks because they had a filling meal at lunch time. Children are hydrated well as they are encouraged to drink plenty of water from their own bottles brought from home. However, we did not see children wash their hands before lunch, and children were not encouraged to use soap after toileting. Not all staff have completed their food and hygiene training; However, they helped with lunch time routine. As a result, the lack of training can put children's health at risk.

Staff are caring and good role models. They communicate appropriately with the children to help support their speech and language skills. Staff play alongside the children showing interest and enthusiasm in what they are doing. For example, while playing with the jigsaw, they would talk about the next correct puzzle piece. Staff provide social experiences for the children. This includes sitting, chatting with them at snack and talking with them when taking part in activities. Staff are consistent in their approach to managing behaviour. They use calm voices as they clearly explain why some behaviours are not appropriate, in words the children understand.

Staff get to know the children well, allowing them to plan suitable opportunities for children that support their learning and individual needs. They provide suitable activities that allow children to follow their interests. Staff provide opportunities for children to be independent. For example, they support them to serve themselves snack. Staff talk about activities that are available to encourage children to make their own play choices and engage in them. Observations and assessments are recorded well. Planning showed a variety of activities. Children's next steps in learning are well noted.

## Environment — Adequate

The manager of the setting completes regular checks to ensure the environment is safe. Risk assessments on the environment and places visited regularly are conducted effectively. Daily risk assessments are completed before children arrive to ensure no new hazards have arisen. Entrance to the setting is secure and controlled through the school's main electronic gate. Registers are completed of staff and children so everyone can be accounted for. The outdoor areas of the setting are not currently in use.

The environment provides children with space to play and learn safely. Children have the use of spacious rooms, and they have their main meals in the hall within the school. Both are suitably maintained, light and bright. The playrooms are used solely by the setting. Children's work is displayed around the setting, celebrating their achievements, giving the children a sense of belonging and pride. Easy access to suitable facilities including toilets and handwashing facilities alongside nappy changing areas are well planned. Children's toilets allow them to become more independent while being supervised from a distance.

The manager and the staff team ensure they give children access to resources that inspire and support their learning. These are age appropriate and most are of a good quality. Most items are stored appropriately so they are accessible, kept clean and well maintained.

## Leadership & Management — Adequate

The manager alongside the responsible individual (RI) have worked hard to gain a sound understanding of the setting and care they provide. They have reviewed policies and procedures to ensure they reflect current practice and legislation. However, the policies and procedures are generic and not pertinent to the setting. For example, the header of the policies and procedures is noted as 'Pontymoiel Under Fives' and not this current setting. On discussion with the RI at feedback, they explained that this was an oversight as they own other settings. The statement of purpose is clear and gives parents and carers the information required for them to decide if it is the right care for their child. The RI ensures appropriate records are kept to support the children, so staff have the information they need.

The management team are working hard to understand the importance of self-evaluating their setting and the care they provide and have completed their annual quality of care report. They consider what has gone well over the last year and identify meaningful areas for improvement. The opinions of parent's, carers and children are gathered and considered effectively as part of the process.

The management team have begun to develop a suitable recruitment procedure. They have reviewed staff files to ensure they include all the required information. The manager provides appropriate training, and checks are completed to evidence staff are suitable to care for children. They have established a good team of staff, who work well together for the benefit of the children. They work closely to ensure continuity of care and that the setting runs smoothly. The manager regularly talks with staff, so information is shared consistently. However, staff supervisions are not consistently formalised. The manager told us, "*Because the team is so small at this setting we talk to each other on a daily basis and improvement are discussed but these are verbally made, but we will be doing this formally now*." Appraisal processes are carried out to ensure staff get an opportunity to share concerns and training needs.

The manager and staff develop a positive relationship with parents and carers. They ensure they update parents/carers on their child's day, experiences and development through discussion during pick up time. The setting has good connections with the school as they operate from the same site and integrate very well. This allows resources, the environment and information to be shared effectively. This aids children's transition between the school and the setting as they are already familiar with the environment, routine and some of the staff.

# 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 | Encourage children to help tidy up to ensure risks are managed well. |
| Standard 10 - Healthcare | Ensure all children wash their hands using soap before mealtimes and after using the toilet. |
| Standard 10 - Healthcare | Ensure staff are suitably trained before handling food including handling crockery during snack and mealtimes. |
| Standard 12 - Food and drink | Ensure snacks are balanced and nutritious. |
| Standard 14 - Organisation | Ensure policies and procedures are pertinent to the setting. |
| Standard 5 - Records | Ensure staff supervision are formalised. |

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