Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Busy Feet Gelligaer

Gelligaer Community Centre, Aneurin Bevan Avenue Gelligaer, Hengoed, CF82 8ES

07375832516

The inspection visits for this service took place between 05/05/2026 and 06/05/2026

Service Information:

Operated by:	BUSY FEET (GILFACH) LTD
Care Type:	Children's Day Care
Registered places:	16
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No

Ratings:

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

Summary:

Children’s voice is at the heart of the setting They confidently choose activities and resources and express themselves as staff listen and respond. Children feel very safe, happy and secure, settle well and form strong attachments with keyworkers. Children interact positively, sharing, cooperating and building friendships. They engage deeply in varied, stimulating activities, showing sustained interest.

Staff demonstrate an excellent understanding of safety. They follow clear safeguarding, behaviour and hygiene procedures. Staff interactions are warm, respectful and consistent, helping children feel valued and develop positive behaviour. Effective observation, assessment and partnership working ensure all children, including those with additional needs, thrive.

Leaders maintain a safe, secure and well organised environment. They implement effective risk assessments, daily safety checks and fire safety procedures. The setting is bright, welcoming and supports independence through accessible resources and thoughtful layout. Children benefit from a wide range of clean, inclusive and age-appropriate materials, indoors and outdoors.

Leaders provide clear direction, keep up-to-date policies, and ensure consistent oversight through regular collaboration. They foster a positive culture, valuing both staff and children and effectively promote the Welsh language. Leaders actively use ongoing self-evaluation to drive continuous improvement, while supporting effective partnerships and strong staff management.

Findings:

Well-being — Excellent

Children have a strong voice within the setting and confidently make choices about their play and daily experiences. They express themselves with ease, both verbally and non-verbally as they know staff will always listen and respond to them. Children's interests and ideas highly influence activity planning, which helps them feel valued. On arrival, children excitedly enter the room and choose where to play, showing they are very comfortable and familiar with routines.

Children feel extremely safe, happy and secure. They settle well and cope with separation from their parents. Where children are new or unsettled, staff offer reassurance and comfort, which helps children settle quickly. Children are relaxed and very engaged in their play; they chat to staff and willingly interact with visitors. Each child is assigned a key worker, which ensures they have a consistent, dependable adult who meets their emotional needs and promotes their overall development. Children thoroughly enjoy being at the setting and develop a strong sense of belonging.

Children interact very well with each other and with staff. They readily communicate their needs, learn to cooperate and show increasing awareness of others. Children respect toys and understand how to use them appropriately. During play, they work happily alongside others and begin to form friendships. For example, children shared resources very well during a play dough activity where a staff member encouraged them to wait and take turns saying, *"shall we let your friend use the cutter now you have finished."*

Children are excited by their play and learning and are fully engaged in activities. They access a wide range of fun and exciting play opportunities both indoors and outdoors. Children explore freely and follow their own ideas. We saw children concentrating on activities such as role play, preparing snack and sand play, showing sustained interest and experiencing much delight and satisfaction. The activities available are relevant and interesting, such as experimenting with mixing different coloured paints and coloured water or adding leaves and grass to playdough. This supports children to remain focused and motivated in their play.

Children make good progress in developing independence. They take part in everyday tasks such as washing their hands, preparing snacks, pouring drinks and tidying away resources. Children develop a wide range of skills across their learning, including social, physical and communication skills, as seen in their play and interactions. These opportunities support children to become enthusiastic, independent learners who are able to make choices and take part actively in their experiences.

Care & Development — Excellent

Staff have an excellent understanding of how to keep children safe and healthy. They follow clear policies and procedures, including safeguarding, behaviour management, and infection control. Staff are confident to recognise signs of abuse and know the procedures to follow should they have a child protection concern. Staff promote healthy lifestyles, with snacks and meals provided in line with Welsh Government guidance, and the setting has achieved the Gold Healthy Snack Award. They implement excellent hygiene practices and follow effective cleaning routines, supported by an infection control audit tool. Staff ensure children spend time outdoors daily, allowing children plenty of opportunities for physical development and fresh air. They keep accurate registers of children, staff and visitors, alongside detailed records of accidents, existing injuries and safeguarding concerns. This shows that staff take a thorough and consistent approach to keeping children safe and well.

Staff manage interactions in a highly effective and consistent way. They engage fully in children's play and act as positive role models. We saw staff speak warmly to children, using reassurance, for example telling a child, *"Mammy be back soon okay,"* while offering cuddles and comfort. They use praise regularly and celebrate children's achievements, including giving children small responsibilities such as 'Helper Heddiw, (helper of the day). Staff set clear and realistic boundaries and manage behaviour skilfully and in line with the setting's policy. They support children to cooperate, share and take turns, for example when using cutters to cut their playdough pizzas and when choosing songs during circle time. These interactions are respectful and supportive, helping children feel valued and enabling them to develop positive behaviour and relationships.

Staff promote children's play, learning and development very effectively and meet their individual needs well. They plan a wide range of activities that reflect children's interests and stages of development, using observations to inform next steps. Staff adapt activities based on children's engagement, for example extending opportunities when children showed an interest in building or music. Staff create a nurturing environment and show a strong understanding of children's development. They support children's communication through modelling language, including counting and describing concepts such as "big" and "small," and make beneficial use of incidental Welsh. Staff track children's progress through individual records, "All about me" information and "wow" books, which capture their achievements. Staff support children with additional learning needs through individual plans and by working with external agencies. These approaches ensure children receive responsive, personalised support and make strong progress in their learning and development.

Environment — Good

Leaders ensure the environment is safe and secure for children. They provide a clean and well-organised setting where staff identify and manage risks effectively. Daily safety checks take place indoors and outdoors, and staff stay vigilant during the session, for example picking up toys from the floor and responding to emerging risks. The premises are secure, with locked doors and an enclosed outdoor play area. Leaders complete and regularly review risk assessments covering activities, the premises and fire safety. Records confirm that staff check and maintain fire safety systems and equipment, including firefighting equipment, alarms, and drills. For example, we reviewed records showing that staff regularly conduct fire drills, including details of the number of children and staff involved, timings, and any difficulties met.
These arrangements show that leaders take a thorough and consistent approach to keeping children safe.

Leaders ensure the environment is suitable and welcoming for children. The playroom is light, bright and well kept, with children's work and photographs displayed, which supports their sense of belonging. There is sufficient space for children to move freely and take part in a range of activities. The layout supports independence, with low-level storage and accessible resources. Children have access to toilet and nappy changing facilities, and staff supervise these areas. The setting provides spaces that offer challenge and opportunities to experiment, both indoors and outdoors. For example, children use an outdoor space that includes areas for physical play, gardening and creative activities. However, there are no sheltered or shaded areas outdoors to enable all weather play. The setting provides suitable areas for private discussions with parents.

Leaders offer a good range of resources and equipment that support children's play and learning. Children access child sized furniture, toys and materials that are clean, well maintained and safe to use. Resources include a balanced range of loose parts and a few natural and real-life items, such as kitchen utensils, pots and pans in the role play area. Leaders provide resources that promote cultural awareness and inclusion, including multi-cultural dolls, books and displays about Wales and the local area. There is a cosy book corner with Welsh books and soft furnishings, and a role play area with familiar household items and framed children's photographs. Outdoors, children use a variety of equipment such as trikes, sand and paint trays, a mud kitchen and gardening resources, which support exploration and learning. The range of resources provides children with meaningful opportunities to explore, create and develop their interests.

Leadership & Management — Good

Leaders provide clear direction and effective oversight of the setting. They keep a statement of purpose that accurately reflects the service and share their vision with staff and parents. Leaders ensure policies and procedures are in place, regularly reviewed and implemented in practice. However, the medication policy does not refer to current guidance on the administration of liquid paracetamol. The responsible individual and person in charge work closely together and are present in the setting daily. This supports consistent leadership and clear communication. They create a positive ethos where children and staff feel valued, and they show a commitment to promoting the Welsh language by working towards the Active Offer. Leaders share policies and procedures and hold contracts with parents. However, we noted that some contracts did not hold complete parental signatures and dates.

Leaders implement effective self-evaluation and planning for improvement. They complete an annual quality of care review and gather feedback from external agencies, parents, staff and children. Leaders use this information to find strengths and areas for development and create action plans to support improvement. The setting has achieved external recognition, including the Caerphilly Quality Standard Award, which shows a commitment to supporting and improving quality.

Leaders manage staff and resources well to support the smooth running of the setting. They follow safe recruitment procedures and keep staff files with key information, including checks, qualifications and training records. However, we found some minor gaps in the recording of employment history and any former names of staff. Staff complete essential training such as safeguarding and first aid, and undertake other training to enhance their practice, such as training in Adverse Childhood Experiences and Neurodiversity. Leaders provide regular supervision and appraisal and hold weekly team meetings where staff contribute ideas and discuss planning, safeguarding and practice. These arrangements support staff to conduct their roles effectively and contribute to positive outcomes for children.

Leaders develop strong partnerships that support children's well-being. They work closely with parents from the outset, gathering detailed information through "All about me" forms and offering settling-in sessions. Leaders keep parents informed through daily communication and parents can attend stay and play sessions and speak with key workers about their child's progress. Leaders also work with a range of professionals, including Flying Start advisors, Early Years Wales and local schools. They arrange transition meetings, particularly for children with additional learning needs, to support continuity of care. Feedback from parents and professionals is positive, highlighting that staff are approachable, supportive and welcoming.

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 11 - Medication	Update the medication policy in line with current guidance on the administration of liquid paracetamol.

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)
Consider providing a sheltered area outdoors to enable all weather play.
Provide further natural and real-life resources to enhance children play experiences.
Ensure parent contracts and staff records are fully completed.

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