Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hendy Day Care

Hendy County Primary School, Iscoed Road Pontarddulais, Swansea, SA4 0XD

07838562313

The inspection visits for this service took place between 14/01/2026 and 15/01/2026

Service Information:

Operated by:	Hendy Day Care
Care Type:	Children's Day Care
Registered places:	40
Main language(s):	Welsh and English
Flying Start service:	
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider is not promoting the Welsh language and culture needs of people, and this requires improvement.

Ratings:

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

Summary:

Children are happy and have fun at the setting. They are valued and enjoy choosing from a range of activities and experiences. Children interact well with their friends and form close relationships with staff. They have appropriate opportunities to develop their independence.

Staff engage with children, responding to them in a calm and caring manner. Staff work well to implement the setting's policies and procedures. Overall, they understand their responsibilities and roles for keeping children safe and healthy. However, they do not always meet the minimum requirement for paediatric first aid trained adults. Staff have a positive and caring relationship with the children in their care and meet the children's individual needs purposefully. The use of incidental Welsh is limited and requires further development.

The environment is clean, welcoming, and secure. The interior layout of the hall provides plenty of space for children to play and offers a variety of age-appropriate resources. They have access to

outdoor spaces which are used when the weather is favourable. The hall is organised to support children's play and independence.

Leaders have an adequate understanding of the National Minimum Standards and Regulations. Following the visit, they have made some improvements to ensure they manage the setting appropriately. They have a clear vision to further develop the setting and are committed to making improvements to benefit children and their families. Parents we spoke to were complimentary of the care their children receive.

Findings:

Well-being — Good

Children arrive eagerly and are happy and settled at the setting. They know the staff well and approach them for guidance and comfort. Children are confident communicators as their wants, moods and needs are considered. They have good opportunities to make choices and decisions. Children's opinions and interests are taken into account, and they can explore their environment freely as they confidently move about and play as they wish. Children are familiar with the expectations and routines. They learn to respect each other and the resources, sharing and using equipment appropriately. For example, we saw a group of children work collaboratively to build a den using various materials and resources.

Children interact positively with their friends and with those caring for them. They are developing in confidence and are happy to chat with us and tell us about things they like to do at the setting. Children enjoy sociable snack times, chatting happily with their friends and staff about their day at school and about their families. They are able to wait patiently for their turn when staff serve them with snacks. Children form friendships in line with their age and stage of development. Many play happily together or alongside each other. For example, we saw children take part in a directed circle time session, passing a ball to one another as well as playing alongside one another placing stickers on paper.

Children enjoy the activities on offer. They are free to explore the indoor environment and spend time on activities that interest them, for example playing with the toy aeroplane and constructing a train track. Children are keen to show adults their achievements. For example, some children wanted to show their creations out of play dough. Leaders told us children have opportunities to use the outdoor area when the weather is favourable.

Children have some opportunities to develop their independence skills. For example, children have opportunities to decide what they want for snack. However, opportunities to further promote their independence are missed during snack time. Nearly all children access the toilet independently and are learning to practise good personal hygiene with very few reminders from staff.

Care & Development — Good

Most staff have a good understanding of how to keep children safe and healthy. They receive regular safeguarding training and implement the setting's policy should they have concerns about a child. Most staff we spoke with were confident to recognise the signs and symptoms of abuse and know who to report any concerns to. Accident records are completed and shared with parents. Staff work effectively to ensure the safety and well-being of children. However, they do not always meet the minimum requirement of adults with a relevant paediatric first aid qualification. During the course of the inspection, leaders confirmed the relevant training has been booked for an additional staff member. Staff ensure children wash their hands at appropriate times, for example before snack. Snacks provided are healthy and nutritious. We saw children choose from a variety of fruit for snack, with water available to drink throughout the session. However, staff do not always ensure effective hygiene practice in relation to food preparation. There are systems in place to manage children's food allergies and individual dietary requirements, when needed.

Staff care for children in a kind and patient way. Interactions are positive, demonstrating warmth and kindness. They are respectful towards children and each other and are always good role models. They are responsive; they listen and respect children's views. Staff have a good understanding of child development, and its impact on children's behaviour. They follow the behaviour management policy which focuses on positive behaviour management strategies. Staff recognise when children need support and provide opportunities for children to be supported when they need space, which has a positive impact on children. Staff use positive language and praise consistently, which enhances children's well-being. They offer simple, clear explanations to help children manage their own behaviour. For example, reminding children to be kind when playing with their friends and to walk, not run when indoors. There are effective systems in place to manage any behaviours which challenge, to ensure the safety of all children.

Staff provide a range of activities and resources that appeal to children's interests. They gather children's ideas and suggestions for new activities at the beginning of each term and use this information to help shape planning. Staff ensure there are opportunities for free play where children can choose to follow their own interests.

Environment

Good

Leaders have satisfactory measures and policies in place to ensure the environment is safe, clean, and secure. For example, there is secure access to the school, the entrance of the service is locked at all times, and they record all visitors to the setting. The environment is secure and provides ample space for children to play. Risk assessments are undertaken for all nearly all areas of the setting; however, the outdoor area risk assessment needs to be developed further to include all areas accessed by children. Staff carry out daily safety checks and eliminate potential hazards to children's safety. The safety certificate for both the gas boiler and the electrical safety check are valid. During the visit, regular fire drill practices and procedures were not in place. The provider took immediate action following the visit to ensure staff and children are aware of how to leave the building safely during a fire drill. Care Inspectorate Wales received a record showing a fire drill practice had been undertaken following the visit.

Leaders ensure the environment has good indoor play space for children to move freely. Children move confidently around the large hall, playing on the floor as well as tabletops. They have access to the outdoors when the weather is favourable. Leaders organise the environment appropriately so that it provides a range of play opportunities suitable for the age ranges cared for. They ensure children have a variety of age-appropriate toys and equipment. There are sufficient resources to keep the children's interest, including resources for creative, sensory and physical development. Leaders have sole use of a storage section within the hall which is accessed by staff only. Children are aware of the range of resources that are available for them to play with and know they can ask for items of interest.

Leaders ensure children's artwork is on display which celebrates their achievements, giving them a sense of pride and belonging. Children proudly showed us their work on the display board. There is a suitable range of equipment for the age of children. Toys and resources are clean and of good quality. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and toy storage boxes. There are a suitable number of children's toilets. The bathroom facilities are clean, with liquid soap available for children to wash their hands.

Leadership & Management — Adequate

Leaders have a clear vision to further develop the quality of care they provide. However, they are not compliant with all regulations and do not always run in line with standards. The statement of purpose reflects what the setting has to offer, allowing parents to make an informed decision about the care their child receives. Required policies and procedures are in place and staff follow them appropriately, which helps the smooth running of the setting. For example, they ensure all complaints are recorded and keep a record of their responses. However, paperwork is not always kept in an organised manner and during the initial visit, not all documentation was available to view. Staff work well together, which creates a positive ethos, resulting in beneficial outcomes for children.

Leaders ensure staff have a current disclosure and barring service certificate (DBS); however, this information was not available for all staff during the initial visit. We examined a sample of staff files and found they did not contain mandatory information or documentation. Outcomes for children require improvement because leaders do not collate all information needed to determine staff suitability, and we expect the provider to make improvements. Leaders provided Care Inspectorate Wales (CIW) with updates following the visit which included confirmation that most of the required documentation and information had been obtained for staff files, however the required references were outstanding. Leaders ensure there are enough qualified and experienced staff to make sure children are always well cared for. Leaders do not ensure a system is in place for staff supervision. Outcomes for children require improvement because staff are not given opportunities to formally discuss progress and concerns, and we expect the provider to make improvements.
During the visit, no staff members had completed food hygiene training, however, following the visit, two staff members completed training and CIW were provided copies of certificates. We did not see evidence of staff members accessing additional training that would further support and enhance their practice. Leaders ensure information for individual children is in place prior to them starting at the setting. However, from the sample of children's files viewed during the visit, not all children have fully completed permission in place.

Leaders are aware of the requirement to monitor the quality of care provided and to complete an annual quality of care report when they have been operating a year. Leaders do not always notify CIW of events, for example closure due to adverse weather. This is an area for improvement, and we expect the provider to take action. From records viewed during the visit, they are meeting the national minimum standards with regards to ratios for supervision. Leaders ensure staff and children's registers are in place. During the visit, leaders introduced the recording of departure times on the daily register.

Leaders are developing partnerships with parents. They keep parents informed of events and daily

routines at the setting. Staff share information at handover, and parents who we met on the day of the inspection were complimentary about the care provided for 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.

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 found poor outcomes for children as not all suitability documentation is in place.	14/01/26
We found poor outcomes for children as staff are not provided opportunities for one to one supervisions which could result in issues not being raised.	14/01/26
We found poor outcomes for children as there are not always an appropriate number of qualified first aiders.	14/01/26
We found poor outcomes for children as the provider does not always notify CIW as per regulatory requirements.	14/01/26

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 20 - Child protection	Ensure all staff are confident of the process to follow if they have concerns.
Standard 24 - Safety	Further develop outdoor risk assessments to include all areas and activities.
Standard 12 - Food and drink	Ensure good hygiene practice is embedded for food preparation.
Standard 4 - Meeting individual needs	Further promote children's independence during snack time.
Standard 6 - Working in partnership with parents	Ensure permissions are fully completed by parents/carers.
Standard 24 - Safety	Ensure fire drills are practised regularly.

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 all documentation is kept in an organised manner and available at inspection.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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