



Inspection Report

Cylch Chwarae Pontardawe

**Ysgol Gynradd Pontardawe
Allt-y-cham Drive
Pontardawe
Swansea
SA8 4JX**



Date Inspection Completed

13/01/2023

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About Cylch Chwarae Pontardawe

Type of care provided	Children's Day Care Full Day Care
Registered Person	Julie Davies Claire Morgan
Registered places	37
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	23 January 2020
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children at Cylch Chwarae Pontardawe feel very safe, happy, and cared for. They interact well with the adults and other children around them. Children enthusiastically join in with adult led activities as well as being able to follow their own interests. They have balanced opportunities to develop and learn, receiving positive praise when they try things for themselves.

Staff work well to keep children safe and healthy. They follow good hygiene practices consistently and have a clear understanding about what to do if there was a child protection concern. Staff manage children's behaviour positively and use praise consistently. They actively promote the play, learning and development of children and support children with additional needs.

People who run the setting provide a safe, secure, and welcoming environment. They offer a range of resources and equipment suitable for the age and stage of the children.

People who run the setting work positively to ensure that they provide an effective service. They have good systems in place to ensure the required information and documents are in place and that staff are suitable to work with children. They have developed effective relationships with parents and other professionals.

Children are very confident communicators. Their wants, moods and needs are considered. They have many opportunities to express themselves and know that their choices will be supported. Children have good opportunities to make choices about their play. For example, choosing whether to join in or not with activities, which area to play in and given time to finish their food.

Children are very active and express enthusiasm and enjoyment. They happily come into the setting and settle quickly. They engage positively with the activities on offer. We saw children participating excitedly in activities and enthusiastically answering questions. For instance, during snack time, children discussed their favourite food with staff and one child eagerly shared a dinosaur, making “*roar*” noises as they passed them over.

Children have a strong sense of belonging and are forming relationships with the adults and other children around them. They confidently go to staff for reassurance and support. Snack time is very social, and we saw nearly all children playing with each other. Children are very familiar with routines. They knew what to do throughout their time at the setting including tidying up when staff called ‘*amser tacluso*’ and they knew where to go to wash their hands. Interactions between children and adults are consistently very good. They receive consistent positive responses from staff and enjoy including them in their play or asking them questions.

Children co-operate well for their age and express empathy and are sensitive to the needs of others. We saw a child showing concern when another child got upset and some praised other children for their good behaviour. Most children play co-operatively and share toys and resources with each other. Children are enthusiastic and interested in their play and learning. We saw children being excited about the activities on offer including brushing their teeth and playing with foam. Most children engaged with tasks and their play for an age-appropriate amount of time. They enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times.

Children have many opportunities to initiate their own play and to influence their tasks and activities because there is a good balance of child and adult-led activities. They access and use resources from the storage areas, confidently getting things out themselves but also moving them between other areas. Children experience a wide variety of age and developmentally appropriate opportunities that promote their all-round development and enable them to follow their own interests. For instance, we saw one child use some wooden building resources to play drums. Children have some opportunities to develop their independence skills.

Care and Development

Good

Most staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They remind children about keeping safe. For example, encouraging children not to climb on tables and reminding them to sit down while eating. Most staff implement robust cleaning and good hygiene practices. They follow good procedures for nappy changing. They consistently clean and tidy throughout the day. Staff understand their roles and responsibilities. They have a clear understanding of their responsibilities to protect children and confidently told us what they would do if there was a child protection concern.

Most staff consistently implement positive behaviour management strategies. They always act as good role models, speaking with children using a kind tone and reinforcing positive behaviour. Most staff are consistently responsive; they listen and respect children's views. They listen intently to children and respond appropriately. Staff listen to what the children have to say and ask follow-up questions or respond with 'wow' or 'well done'. The interactions are positive which demonstrate warmth and kindness. Nearly all staff are sensitive to the needs and experiences of individual children.

Staff plan and carry out a range of age and developmentally appropriate activities which develops the whole child, including cultural diversity. Some children's development is tracked, observations are used to support children with additional needs and next steps in children's learning are planned. However, this is not done for all children. Since the inspection visit, the people who run the setting have confirmed that they have introduced a development record with next steps for all children. Most staff support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care. Information about children's needs is shared with parents via email. Some staff offer opportunities for children to develop their independence skills through encouraging them to put their coats or aprons on and praising children when they wash their hands independently.

Environment

Good

People who run the setting ensure that the environment is safe, secure, and well maintained indoors and outdoors. They organise regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risks to children's health and safety. People who run the setting ensure that there are good risk assessments in place which are dated for review and implemented effectively. They carry out regular fire drills and ensure regular safety checks and any maintenance work is carried out.

People who run the setting provide an environment which has good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables most of them to reach their full potential. People who run the setting offer an appropriate outdoor play space which is used as often as possible. The premises are welcoming, warm, and accessible to all. Low level storage and labelled boxes allow the children to see what is available. Any additional resources which are not accessible to children can be requested and provided to them.

People who run the setting ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys, and equipment. There is a plentiful supply of resources available. For example, role-play, small world, construction, and arts and crafts. People who run the setting ensure that there is a wide range of outdoor resources available to the children. The setting offers areas which develop children's physical, creative, imaginative and language development as well as resources that promote cultural awareness and equal opportunities.

Leadership and Management

Good

Cylch Chwarae Pontardawe has a very strong and well organised leadership team who work positively to develop the setting. They have a clear statement of purpose. However, it did not fully reflect the service provided. Since the inspection visit, the people who run the setting have updated their statement of purpose to clearly reflect the service provided. People who run the setting have a wide range of good, clear policies which are implemented in practice. They ensure that all necessary records about the children are kept safely and securely. For example, children's contracts, individual needs, and permission forms. People who run the setting engage with Care Inspectorate Wales (CIW) and other regulators. However, they had not notified CIW of a significant event or staff changes. Since the inspection visit, the people who run the setting have completed notifications about the setting.

People who run the setting actively implement the self-evaluation process. They seek suggestions of children, their parents/carers, staff, and other interested partners. They produce a valuable report which reflects on their setting. People who run the setting have good processes for dealing with concerns and implementing any changes, if needed.

People who run the setting follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required. The performance management process is very good and encourages staff to attend a range of training. For example, first aid, safeguarding as well as Welsh courses and the Play Works qualification. Regular, good supervisions and appraisals are carried out. Staff told us that they are happy at the setting and can speak to the managers to raise concerns, ask for support, and make suggestions. People who run the setting keep a record of children's attendance and ensure that staff are deployed well to meet ratios and children's needs. However, they do not always ensure there is a supernumerary person during the after-school club and it is not always clear who is working directly with the children in each room. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Since the inspection visit, the people who run the setting have confirmed that they have introduced a new system to ensure that there is a clear record of who is working with the children in each room of the setting and also confirmed that there is a supernumerary person in place for the after school club.

People who run the setting ensure that communication and engagement systems with parents are good. They generally keep parents informed. Parents said that they are more than happy with the service, they get daily information about their child's day and can speak to either the leaders or any of the staff if they had any concerns. People who run the setting work closely with outside agencies to support children and families.

Recommendations to meet with the National Minimum Standards

R1 Ensure that all children have next steps as part of their development record.

R2 Ensure there is always a supernumerary person during the After School Club.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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30	Ensure that daily records clearly show who is looking after the children in each room of the setting.	New
	The pre-employment checks did not include all documentation or Leaders must ensure that all evidence of pre-employment checks are in place before beginning employment.	Achieved
	keeping of records - staff attendance record does not show when staff are directly caring for children or actual times of staff attendance Leaders must ensure that attendance records show actual times of attendance including when they are not directly caring for children.	Achieved

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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