



Inspection Report

Cynfran Pre-School

**Ysgol Cynfran
Dolwen Road
Llysfaen
LL29 8SS**



Date Inspection Completed

11/01/2023

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About Cynfran Pre-School

| | |
|--|---|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | Cynfran Pre-school |
| Registered places | 19 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 04 May 2018 |
| Is this a Flying Start service? | yes |
| Does this service provide the Welsh Language active offer? | This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture. |

| | |
|--|-------------|
| <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 are happy, settled, and confident to share their views. They have formed friendships and play confidently together and alongside staff. Children enjoy the activities available to them and can make choices about how to spend their time.

Staff understand their responsibilities in respect of keeping children safe and healthy. They know the children well and are considerate of their needs and preferences. They manage interactions positively and are kind and caring.

People who run the setting ensure all areas used by children are safe and welcoming. Toys and resources provide plenty of opportunities for children to learn and develop their skills.

People who run the setting are committed to ensure the service is managed effectively and have formed good relationships with the children and the parents.

Children are happy, settled and confidently make decisions about how they spend their time. They move around the activities freely and follow their own interests. Their interests and ideas are thoughtfully considered by staff during planning and when organising activities and resources for free play. Children are confident to ask staff for help when they need it and to express their wishes, knowing staff will respect them. For example, children were confident to say that they wanted to play outside and asked staff for help to put on their coats.

Children feel secure as they are cared for by staff with whom they have formed warm relationships. They are comfortable asking staff for reassurance or comfort when needed. They know the routines, helping them to feel relaxed and secure. For example, the children helped to tidy up the toys before lunchtime, and they sang a song together whilst they completed this activity. Children are eager to involve staff in their play. For example, children were keen for staff to join them when they were playing with toy animals. They took turns in showing different animals and asked staff to name the animal in Welsh. Children make friends and chat together during lunch time and during play, sharing lots of smiles and laughter as they do so.

Children enjoy their play and are engaged with the activities on offer both indoors and outdoors. For example, a group of children had fun playing outside, playing with bubbles, sharing lots of smiles and laughter. Children play well together, take turns, and concentrate for extended periods. For example, a group of children enjoyed playing imaginatively in the home corner. They chatted happily, shared resources, and instructed each other as they played.

Children listen well and are happy to help with tasks and follow instructions. For example, when washing their hands, putting on their coats and tidying up at the end of activities. They are encouraged to do things for themselves. For example, the children register themselves when they arrive at the setting by placing their name on a peg to show that they're present. All children have the confidence to choose which activities they wish to take part in and can move freely between indoor and outdoor areas throughout the day.

Care and Development

Good

Staff understand and follow the setting's procedures to ensure children are kept safe and healthy. They have completed paediatric first aid training and any accidents and incidents that occur are recorded appropriately and signed by parents. Staff are confident in the correct procedures to follow if they have any concerns about a child and have completed training on safeguarding children. Regular fire drills are conducted so staff and children know the procedure to follow in an emergency.

Good hygiene practices are embedded in the daily routines, which helps to prevent cross contamination. For example, staff encourage children to wash their hands as and when they need to, and tables are cleaned regularly. Staff make sure children have access to water throughout the day, so they remain hydrated and nutritious food options are provided for snack and lunch times. Staff ensure children have regular opportunities to spend time outdoors in the fresh air, ensuring they develop their physical skills, and provide resources and activities the children want to take part in. For example, a group of children enjoyed digging in a tuff tray full of soil, burying real vegetables such as potatoes and carrots.

Staff manage children's behaviour successfully; in a way they understand. For example, giving simple explanations, and helping children to co-operate and learn social skills. Staff are good role models and encourage the children to be kind and polite. They praise and celebrate good behaviour, such as when they help to tidy or be kind. Staff have formed positive relationships with children and treat them with respect.

Staff make the most of in the moment planning and activities. They effectively identify current interests, through their knowledge of the children, and input from parents. They gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. Staff communicate and share information with parents through an app that they update twice weekly, through verbal discussions and through a private page on social media.

Environment

Good

People who run the setting understand their responsibilities to provide a safe environment for children. Risk assessments are completed regularly, and daily checks are conducted to ensure any new hazards can be identified and managed well. Access is effectively controlled to prevent unauthorised persons entering or children being able to leave unsupervised. The outdoor area is safe as it is surrounded by secure fencing. Visitors are recorded so this can be referred to when needed.

People who run the setting provide children with spacious and suitable areas to play and learn. All areas are well maintained and decorated in a way that creates a warm and welcoming atmosphere. Indoors is light and bright with children's work attractively displayed, giving them a sense of pride, and belonging. The outside space provides a variety of areas that have been created to give children inspiring choices and learning opportunities. For example, learning about the world around them in the gardening area, sharing a story in the cosy book corner or using the fixed equipment and free play space to develop their physical skills as they run, ride bikes, and enthusiastically play.

People who run the setting provide children with a wide range of toys and resources which are age appropriate and in good condition. All resources are well maintained and of good quality. The availability of natural materials enhances children's enjoyment and curiosity to play and learn. For example, sand and water play is freely available for the children to access. All areas have suitable facilities, and toilets, sinks and the furniture is child sized so children can be independent and comfortable.

Leadership and Management

Good

People who run the setting have a good understanding of their role and regulatory responsibilities. They ensure staff understand their responsibilities and implement the setting's policies and procedures effectively. Policies are comprehensive and are reviewed regularly, helping staff to stay up to date with current information and best practice. The setting's statement of purpose contains all the required information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs.

People who run the setting are eager to ensure they are continually developing and improving the service they offer. They use effective self-evaluation procedures to gain opinions from children, parents, and staff, and improvements are identified and planned for. For example, they have been successful in obtaining a grant for creating a new, separate area for children when they want a quiet and a calm space.

People who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. Staff files are comprehensive and contain all the required information, showing safe recruitment procedures are in place. Staff we spoke with said they enjoyed their work and felt supported by people who run the setting. Staff have regular supervisions and appraisals ensuring training needs are identified and information is shared effectively.

People who run the setting are dedicated and committed to driving improvements for children and work closely with the staff to develop their practice. The setting is located on the grounds of the school, and they have developed a good relationship. For example, a hot lunch is provided by the school for those parents who request one for their child. Positive relationships are developed with parents. Information about the children's development and experiences are shared effectively through an online app and parent's evenings are held regularly so parents can visit the setting and experience the activities and resources children have access to.

Recommendations to meet with the National Minimum Standards

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 |
|------------|---------|--------|
|------------|---------|--------|

| | | |
|-----|--|----------|
| N/A | No non-compliance of this type was identified at this inspection | N/A |
| 30 | <ul style="list-style-type: none"> Regulation 30 of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Keeping Records: leaders were unable to evidence children’s attendance was recorded accurately during a fire drill procedure. | Achieved |
| 25 | <ul style="list-style-type: none"> Regulation 25 (a) of The Child Minding and Day Care (Wales) Regulations 2010 (“the 2010 Regulations”): Hazards and Safety: leaders were unable to evidence that all hazards in the kitchen area had been identified and eliminated | 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. |

Date Published 17/02/2023