



Inspection Report

Pobl Bach Early Learning Centre

**Merlin Building
Llangunnor Road
Carmarthen
SA31 2BL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/02/2022

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About Pobl Bach Early Learning Centre

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Pobl Bach Ltd
Registered places	49
Language of the service	Both
Previous Care Inspectorate Wales inspection	Post- registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes. 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.

Summary

Children settle extremely well, are very happy and thoroughly enjoy attending the setting. They are confident and have fun playing with their friends and form close relationships with staff. Children have lots of choice and are very independent. They feel extremely secure and have opportunities to relax and develop different skills.

Staff keep children safe and healthy. They are responsive to children's needs and deliver warm, nurturing care. Staff support children very well and provide an interesting and varied range of activities that are appropriate for the ages of all children who attend the setting.

The environment is clean, welcoming and well organised. The playrooms are bright and spacious. A good range of toys, resources and equipment promote children's learning and development. Risk assessments were improved during the inspection.

People who run the setting create a positive ethos and lead staff well. They are committed to improving practices for children's benefit. However, a small number of aspects of leadership and management need improving. People who run the setting have fostered good partnerships with parents, professionals and the community.

Well-being

The setting is extremely child-centred with a strong emphasis on children directing their own play and learning. Children are listened to and all attempts at communication during the inspection was valued and the children's needs are considered greatly. For example, a child who was a little upset was given lots of encouragement and settled very quickly.

Children are reassured by the close bonds fostered with staff, knowing that their individual needs will be met. Children have also fostered strong bonds with other children and their interactions with each other are strong. Children have opportunities to develop friendships with children from other schools and they chat with each other comfortably. For example, they discussed what year they were in school and how old they were: *'I'm five'*. *'I'm six'*. *'I'm nearly six'*. Children are supportive of each other and care for one another. For example, one child went to the window to check that it wasn't her friend's father that had arrived to collect. They were extremely excited to learn that it wasn't their time to go home meaning that they could continue to play with their friends.

Children are happy and settled. They have excellent opportunities for play and learning within a nurturing setting. They are extremely self-motivated to initiate their own play. For example, during role play, two children co-operated extremely well and chatted contently. One child took the role of the supportive teacher whilst the other listened intently and drew circles. Children are relaxed and express themselves exceptionally well and they receive an effective and meaningful response. Children told us that they thoroughly enjoy attending after school and have very good play opportunities. One child commented: *'It's great here, we have lots of things to play with and we make new friends'*. They praise staff and the care they receive. Children evidently feel safe and secure, and they approach care staff with confidence. For example, during free play inside they ask for different colour glitter for their craft and confidently discuss ways of creating purple colouring.

Children have a very strong voice. Children consistently follow their own instincts, ideas and interests. They happily knead dough and discuss the different shapes and colours they can use. One child asked, *'Can we have purple instead?'* with a staff member responding *'You can have any colour you want'*. Children then discussed what colours they could use to make purple colouring. During snack time, children choose which pasta they want – with or without tomato sauce.

Children have exciting opportunities to become independent and develop their skills through a good range of play experiences. Older children are given responsibilities to develop their confidence and act as role models. For example, during snack time, older children proudly help younger children and distribute the cups for them and assist with their needs. Children eat their food independently, without fuss. They also independently have the initiative to sharpen pencils and dispose of shavings in the bin when needed.

Care and Development

Staff are professional and work well together. They have a good understanding of how to keep children healthy. For example, during school runs detailed registers are taken on each school run. All staff have first aid qualifications, treat children appropriately if they have an accident, record any accidents on the electronic system and share the details with parents and ensure that parents sign the record.

Staff have a good understanding of their role and responsibilities within the setting. There are procedures in place to promote the welfare of children. Staff encourage children to express themselves freely and respond effectively. They provide mindfulness sessions for children to understand their feelings as well as provide indoor physical movement sessions during inclement weather.

Staff are clear about safety procedures for the setting and their responsibilities in relation to infection control. There is an in-depth safeguarding policy in place, which references the prevent duty. Staff are fully aware of the safeguarding procedures.

Staff interact well with children. Most of the time, staff skilfully distract unwanted behaviour and implement the positive behaviour policy. They are friendly, responsive and attentive to the children. Staff act as good role models and show kindness. They encourage children to be kind to each other, to help tidy up and they sit with them for their snacks to promote their social skills. Staff effectively celebrate and promote the use of the children's home language.

Staff plan a good variety of activities, which are extremely effective for after school care and incorporate the children's interests and ideas. The activities offered promote curiosity and sustained thinking through the use of play based learning and positive interactions.

Environment

Staff follow procedures to ensure that the environment is safe. Staff follow procedures to ensure that the environment is safe and suitable risk assessments in place. During the

inspection, the people who run the setting forwarded a risk assessment for the school run and the entrance to the upstairs. Written parental permissions are also sought for school runs. In addition, staff carry out daily safety checks within the rooms

Daily cleaning rotas evidence frequent cleaning of the setting and equipment to keep children safe. Routine maintenance checks of the building and appliances are regularly conducted by professionals and staff conduct visual inspections of small electrical items before using to ensure they are safe to use. Staff ensure only authorised entry to the setting and keep a log of any visitors.

The environment is clean, welcoming and well-resourced. There is a very good range of toys and resources available for children's play throughout the after-school club. The environment is bright, well ventilated, and maintained to a high standard. Attractive wall murals in each playroom stimulate children's imagination and learning. The wall murals also celebrate the Welsh language and culture. People who run the setting organise the environment well so that it provides a good range of suitable play opportunities suitable for all the age ranges caters for. The layout enables children to choose activities and resources independently. The area is sectioned appropriately and provides age-appropriate resources for all children. The outdoor play area is safe and secure and offers a fair range of play opportunities for children. This includes ball games, mud kitchen and opportunities to grow plants.

Resources are of high quality. Wooden and natural play equipment is favoured. Multi-cultural resources encourage children to have an understanding and awareness of cultures and customs beyond their own lived experiences. Children have access to good quality furniture, equipment, toys and resources that are appropriate and suitable for their needs. The setting has suitable furniture and resources to support children's independence. For example, storage units at child height, child sized table, chairs, and individual coat pegs for their belongings.

The upstairs area provides plenty of space for staff to meet with parents, as necessary, to hold confidential conversations and to store records securely.

Leadership and Management

Leadership is effective and the people who run the setting are passionate about providing exciting opportunities for children to relax after a day at school. Required policies and procedures are in place. The statement of purpose provides parents with important

information about how the setting runs. This was updated during the inspection to include staff changes. The operational plan has also recently been updated during the inspection. In the main, people who run the setting follows suitable recruitment procedures. We viewed a sample of staff files and although all required checks were in place, on a minority of occasions, they are not completed before the staff start working at the setting. During the inspection, people who run the setting updated staff details on the CIW portal.

The people who run the setting actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers, practitioners and other interested partners. However, on occasions, the report is not always tailored to the service.

Staff told us they feel supported by the managers and enjoy their work. They receive regular supervision meetings providing them with time to reflect on their strengths and discuss any training needs. All staff have up to date mandatory training such as first aid and have opportunities to access additional training to support their professional development. There are enough qualified and experienced staff to make sure children are well cared for at all times.

The people who run the setting ensure that practitioners are deployed well to ensure staffing ratios are met and children's needs are met. However, on occasions, the deployment of staff is not always clear on the register.

The people who run the setting have good links with a range of relevant professionals and with the local community such as third-party organisations, mindfulness practitioner, police officers and the local school and community. The people who run the setting also have good partnerships with parents and are very supportive towards them. They share information daily with parents and take time to provide parents with verbal feedback on collection and provide detailed records via the digital app. Parents are very happy with the setting and the care their children receive.

Recommendations to meet with the National Minimum Standards

R1. Ensure that the deployment of staff is clear on the registers

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R2. Ensure that all elements of the quality of care report is directly tailored to the service

R3. Ensure that all suitability checks are always in place before the staff start working at the service

R4. Update statement of purpose in a timely manner

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

Date Published 03/05/2022