



## Inspection Report

**Castleton Pre-school and Nursery**

**Marshfield School  
Marshfield Road Castleton  
Cardiff  
CF3 2UW**



**Date Inspection Completed**

06/03/2024

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## About Castleton Pre-school and Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Castleton Pre-school and Nursery
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection since registration.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children are happy and enjoy attending the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and develop their independence through a range of good experiences and play.

Staff are professional and enjoy their work. They are kind, caring and interact well with children. They have a good understanding of how to keep children safe and healthy. They are attentive to the needs of the children and respect the children in their care. They keep good records of children's progress.

The environment is secure, clean, welcoming, and well maintained. Good quality furniture, toys and resources both indoors and outdoors promote children's play and development. People who run the setting ensure the environment is safe and secure and that it promotes the health and well-being of children.

Leadership and management of the service is good. There is a vision for the service and the management team support staff to carry out their jobs well. Parents speak highly of the care provided by staff at the setting. Leaders ensure a good service is provided to all children who attend.

## Well-being

Good

Children make choices and decisions about how they spend their time at the setting. They freely choose from a wide range of activities. For example, we saw children choosing to participate in adult led activities, as well as enjoying free play with resources of their choice. Children are confident to approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts at communication are valued. For example, we saw a child having difficulty washing their hands, so they went to a member of staff for support. Children's voice is strong at the setting. Their likes and interests ensure that activities planned capture their imagination and excitement.

Children are happy, settled and cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and warm. Children are familiar with the routines which they enjoy and adds to their sense of safety and belonging. For example, we heard a child excitedly say, *"I know what happens next, it's snack time!"*

Children form friendships in line with their age and stage of development. They play nicely alongside each other and together. Children are learning to respect each other and the resources of the setting, learning to share and use equipment appropriately. Children patiently wait their turn. For example, we saw children waiting to be called to serve their own snack.

Children enjoy their play and learning. They benefit from a good range of age-appropriate play and learning resources in each room and outside. They choose from a variety of exciting and enjoyable activities. We heard one child say with a smile, *"I made a picture for my mummy."* Children are motivated to follow their own interests and sustain their play for periods of time suitable to their age and stage of development.

Children develop a good range of skills as they play. They have many opportunities to become independent. Children independently help themselves to water from a dispenser, with staff offering support where needed. Children learn to manage their own health and hygiene needs, for example we saw children accessing the toilet independently.

## Care and Development

Good

Staff have a good understanding of their roles and responsibilities. They are competent in keeping children safe, secure and healthy. There are procedures in place to promote the welfare of children, including a thorough safeguarding policy. Staff were confident regarding their roles in protecting children. Staff follow the setting's safeguarding procedures by reporting and completing the relevant paperwork to promote children's safety. Staff have a good understanding of children's health needs including allergies, dietary requirements and medical needs. Accidents and incidents are recorded appropriately along with the administration of prescribed medication. There are in-depth, comprehensive policies in place, which are regularly reviewed. All staff read the policies and adhere to them day to day.

Staff work well together to support and promote children's social behaviour. They are positive role models to the children in their care, treating them and each other with care, respect and kindness. Leaders ensure that good practice is maintained throughout each day. Staff show an interest in children's achievements and are enthusiastic when talking to children about their home lives. For example, we heard a member of staff talking to a child *"how is your baby brother? Has he got a name yet?"* to which the child replied *"yes, he's a baby."*

Staff are supportive, nurturing and engage positively with children to support their play and development. There is a good system in place for recording and identifying children's progress and next steps. Staff plan a good variety of activities, which follows the children's input and interests. Staff keep a book which documents activities and topics they have covered with the children throughout the year. We saw examples of children taking an interest in camping and working together to make a den and making rainbow toast to enjoy beside their dens. Children celebrate a number of key celebrations throughout the year including Chinese New Year, Diwali, EID, St. David's Day and Christmas. This gives children an awareness of the world around them. Staff use limited incidental Welsh at the setting.

## Environment

Good

The premises are warm, safe and well maintained. The entrance is secure and locked doors ensure only authorised access is granted by members of staff. Comprehensive risk assessments are in place for the premises and activities carried out. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to staff, children, and visitor's safety. Staff are vigilant about any arising risks in the environment. Routine safety checks and certificates for the setting and appliances are in place. Records show that fire drills are carried out regularly and insurance certificates are up to date.

The environment is welcoming and very child friendly. It is well decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. The main playroom is spacious and light, allowing children a large space and freedom to move around as they play. The room is well organised and laid out in an interesting manner to stimulate children's curiosity, exploration and development. There is a good range of purposeful resources and books which are easily accessible to children encouraging their independence. The outdoor area has a good range of equipment suitable for the ages of the children. Resources available to children outdoors encourage development of their gross motor skills such as balance beams, jumping activities and large spaces to ride bikes and trikes or run around on a grassed area. The outdoor area is clean and tidy. However, it would benefit from more regular maintenance.

Toys, resources, furniture and equipment at the setting are in a good condition and well maintained. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of children who attend. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and fresh. Liquid soap and hand drying facilities are easily accessible to support children's independence when addressing their personal care.

## Leadership and Management

Good

Leadership and management of the setting is good. The persons in charge (PICs) run the setting day to day. The statement of purpose is clear and accurately reflects the service provided to children and their families. Policies and procedures are comprehensive and detailed, which aids in the running of the setting.

The staff team are enthusiastic, motivated and enjoy their work. People who run the setting maintain an organised environment and all documents are easily accessed and kept in good order. Staff files are of a good quality and all relevant checks carried out to ensure staff are suitable to work with children. All staff receive regular supervisions and annual appraisals, which enable them to identify their strengths and areas for development. There is a quality of care report in place which celebrates the setting's achievements and helps plan for future improvements. This report considers the views of children, staff and parents.

There is a clear system in place to easily identify that staff's Disclosure and Barring Service (DBS) checks are current. Staff have up to date mandatory training such as first aid, safeguarding and food hygiene. There are systems in place to identify additional training should staff require it. There are enough qualified and experienced staff to ensure children are well cared for at all times.

Strong links have been developed between the setting and parents. Parents we spoke to told us that they were extremely happy with the service the setting provides. Parents also told us that they appreciated staff working with their children to develop their self-confidence. There are good avenues of communication between the setting and parents including daily verbal feedback, and updates via an app the setting uses.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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.

Best Practice
Recommendation(s)
Increase children's opportunities to experience the Welsh language.
Ensure the garden area is regularly maintained.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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