



Inspection Report

Red Balwn Coch

**Circle Way East
Llanedeyrn
Cardiff
CF23 9PZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/04/2024

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About Red Balwn Coch

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Red Balloon Day Nursery Ltd
Registered places	51
Language of the service	Both
Previous Care Inspectorate Wales inspection	11 April 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 have good relationships with each other and with staff. They have a strong sense of belonging and express enjoyment in their day-to-day activities. Children enjoy their play and learning opportunities. They are developing suitable independence skills.

Staff follow and understand policies and procedures, which provide for the wellbeing of children. They interact positively with children and show understanding and respect towards them. Staff know the children well and provide meaningful and interesting activities.

People who run the setting provide good resources and facilities to meet the needs of children. The premises are secure, and suitably maintained. Risk assessments and daily checklists are in place. People who run the setting have measures to ensure that everyone understands their responsibilities.

The leadership and management of the setting is effective. People who run the setting are committed to make improvements and have a vision for the future. There are suitable policies and procedures in place and records are kept. Partnerships with parents are very good.

Well-being**Good**

Children are very happy and settled at the setting. They cope well with separation from parents or carers, coming into the setting with smiles on their faces. They know the staff well and readily approach them for guidance or comfort. Children have a strong sense of belonging and are familiar with daily routines. They feel valued and have a sense of pride. For example, they smiled when staff gave them praise for taking turns when playing a game.

Children make some decisions about how they spend their time at the setting. In their base rooms, they know what resources are available to them and where they can play. For example, children choose from the activities on offer and move to their preferred area. They choose the books they want read to them and know their choices are respected. Children have some opportunities to contribute their ideas when planning the activities on offer.

Children interact well with staff who are very familiar to them. They ask staff for support or go to them if they need reassurance. For example, we saw a younger child who was tired hold their arms up in the air for cuddles from a member of staff. They settle for their naps quickly as they trust and know the staff well. Interactions between children are positive and they form constructive relationships. For example, older children enjoy sociable mealtimes, chatting with their friends and staff happily. They chat naturally and discuss their favourite food and their morning at school.

Children enjoy their play and learning opportunities. They have fun as they play a lotto game in a large group. They take turns and are keen to celebrate when they or their friends match the correct pictures. Children are inquisitive and keen to discuss with adults what they are doing. For example, some children wanted to show their artwork and chatted happily about it.

Children have opportunities to develop their independence in line with their age and stage of development. At mealtimes they pour their own drinks and freely access drinking water throughout the day. Children are supervised to access the toilet facilities, where they use the toilets and wash their hands independently. They help to tidy up after play and at mealtimes. They move around the learning areas confidently, accessing resources to support their interests.

Care and Development

Good

Staff understand their roles and responsibilities to keep children safe and healthy. For example, they follow good hygiene procedures and encourage and support children to wash their hands before food, helping to develop their personal hygiene practices effectively. Staff adhere to the nappy changing policy using appropriate protective clothing and sanitise the areas between each change. They promote healthy eating at snack and mealtimes and provide fresh fruit and vegetables. Staff understand their responsibilities in relation to safeguarding procedures and responded well to scenarios discussed during the inspection. They follow the setting's policies for recording accidents, incidents, and significant events; and ensure parents are informed. Staff ensure that medication is stored away from children. During the inspection, the person in charge informed us that the storage of medication was under review to ensure they fully follow the medication policy. Staff maintain records of consent and administration of medication, and staff and parents sign these.

Staff are skilful when they need to distract unwanted behaviour using supportive and positive interactions. They remind children and praise them, encouraging good behaviour and independence. Most staff are consistent in their approach with children, showing respect for children's choices. For example, they use questions such as, "*would you like to come with me?*" and "*Shall we sit here to look at it?*"

Staff are friendly, responsive, and attentive to the children's learning and development. With the older children's groups, the majority of staff introduce Welsh, but the English translation is offered when needed, to meet the needs of the children. Other staff use some incidental Welsh, such as "*da iawn*" and "*diolch*" to encourage the children to use their incidental Welsh language. Staff have recently implemented a new approach to planning, and they provide a variety of activities. However, the new planning process is not yet embedded. A key worker system is in place. Key workers observe the children, assess their individual progress, and use this information to inform the next steps for children. The people who run the setting have plans for further training to support staff in this process. Staff know children and their individual needs well and promote children's learning as they play. Staff work effectively to ensure the best experiences for all children, and children with additional needs are well supported.

Environment

Good

People who run the setting have systems and procedures in place to ensure the environment is safe and secure. Visitors enter the premises via the main entrance and a record of visitors is kept. Staff are also required to sign in and out of the building. Staff ensure that cleaning materials are stored safely out of the reach of children. Risk assessments are in place, and these inform the daily checklists. Staff complete daily safety checks to ensure hazards are identified and as far as possible, risks to children are eliminated. People who run the setting ensure the building is maintained and that safety checks are conducted. During the inspection, the people who run the setting identified the need to evaluate the process of reviewing risk assessment documents in a timely manner. People who run the setting organise fire drill practices and these are timed, dated, and evaluated.

People who run the setting ensure the environment offers good facilities for children to be cared for. There are a suitable number of children's toilets and nappy changing facilities to meet the needs of the children attending. These provide for children's privacy and dignity as well as support their independence. Staff organise the indoor area appropriately with areas for play and learning that promote children's imagination and development. Children move from one activity to another effectively in their individual rooms. The outdoor area also provides resources to develop children's skills, particularly physical skills. It has areas to climb and explore, and resources such as bikes and scooters, as well as a covered area for all weather learning and play. However, this is not used consistently to its full potential as an extension to the indoor learning area to further enhance children's skills. People who run the setting provide parents and visitors with information about the setting. Various information including staff details, policies and newsletters are on display at the entrance of the building. Staff ensure that the environment is welcoming and attractive with children's work displayed. As a result, children have pride in their work and a sense of belonging.

People who run the setting ensure there are a range of resources available in the play environment. Staff ensure the layout of the area and storage resources allows the children to explore and access the majority of equipment which supports their independence. People who run the setting provide equipment and resources that are appropriate for the age and stages of children's development. Children's personal and social development is also enhanced by having access to stories, books and themed resources.

Leadership and Management

Good

The leadership and management of the setting is good. There is a statement of purpose in place which gives information about how the setting is run. However, it does not fully reflect the current provision provided. People who run the setting ensure policies and procedures in place and records are kept. These include records for children with contracts, permissions and information forms that inform the setting of children's individual needs.

People who run the setting are committed to improvement. They have welcomed feedback from the inspection and act upon matters which are brought to their attention. People who run the setting complete the annual quality of care review and report. They seek views about the setting from staff, parents, and children. They consider these views and identify areas of strengths, and priorities. For example, they are currently in the process of translating key documents and policies to Welsh, and, in doing so, are working towards fully providing the Welsh active offer.

People who run the setting ensure there are enough qualified staff to care for children and that the adult to child ratio is maintained. They make sure staff have mandatory training certificates and hold a current disclosure and barring certificate (DBS). The responsible individual presented their DBS certificate during the course of the inspection. People who run the setting reflect on the running of the setting and value the contributions of staff in this process. They provide regular opportunities for staff to offer their views informally, as well as staff meetings, and in one-to-one supervisions. Staff told us that the people who run the setting are approachable and have an open-door policy. However, procedures for managing staff performance are not always specific to individual roles and responsibilities. People who run the setting ensure a culture of continuous professional development exists within the setting. They provide whole staff training in supporting children and families.

Partnerships are strong. Parents are welcomed into the setting when collecting their children. Staff engage in conversations with parents about their child's day and provide information in a daily diary for the younger children that attend. People who run the setting provide further general information through regular newsletters. They have a complaints policy and procedure in place, although no formal complaints have been received. Parents feedback is very complimentary of the setting with many commenting on the wonderful staff and how happy their children are attending.

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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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)
Standard 22 - Environment	Plan and provide daily opportunities for all children to develop their skills in the outdoor area.
Standard 1 - Information	Ensure the statement of purpose is an accurate reflection of the current provision of the setting.
Standard 13 (Day Care) - Suitable Person	Ensure roles and responsibilities are reviewed fully and meaningful targets are set for individual development.

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)
Provide further staff training to ensure the new planning system is embedded.

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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