



Inspection Report

Pobl Bach LTD

**Penymorfa House
Penymorfa Lane
Llangunnor
Carmarthen
SA31 2NW**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

26/04/2024

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About Pobl Bach LTD

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Pobl Bach Ltd
Registered places	38
Language of the service	Both
Previous Care Inspectorate Wales inspection	19 January 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children confidently communicate their wishes, and their needs are fully considered. They have good opportunities to make choices and their interests are valued. Children are happy and settled and have formed close relationships with children and staff. They are active in their play and express enjoyment whilst developing their independence skills.

Staff fully understand policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They manage risks and are knowledgeable in their responsibilities to protect children. Staff ensure children are supported in their play and learning and provide excellent opportunities and experiences for children.

People who run the setting have policies in place to ensure everyone understands their responsibilities to keep children safe. They ensure the environment is secure, well maintained, and welcoming. People who run the setting have good health and safety measures in place and minimise risks to children.

People who run the setting are committed to ongoing improvements. They understand their regulatory responsibilities and ensure staff training is managed effectively. They have established strong partnerships with parents, schools, and the local community.

Well-being

Good

Children are happy and communicate confidently amongst friends and with staff. They consistently make decisions about what affects them. For example, during breakfast, children make choices and are comfortable to refuse anything they do not wish to eat. Children confidently ask for support. For example, children were heard asking, *"can you help me please?"* Younger children decide if they wish to take part in planned table-top activities and when to leave, moving on to explore resources of their choice.

Children are settled and feel safe. They cope well with separation and arrive enthusiastically. Children enjoy seeing the familiar faces of staff as they greet them. They know the daily routine, immersing themselves in their play. Children are content with transitions throughout the day such as moving to the outdoor classroom for activities.

Interactions between children and staff are meaningful and caring. Children are comfortable to be vocal, share their views and ask if they need anything such as the toilet. Many children are good role models and can express empathy. They are sensitive to the needs of others, for example, when one child spilt milk, a child sitting nearby pulled their chair closer, patted them on their back and said, *"it's okay, come sit with me."* Pre-verbal children smile, point and nod as they interact with staff. They are comfortable to seek reassurance or closeness when they wish, such as cuddles or sitting on a staff member's lap.

Children gain many purposeful experiences and are enthusiastic and interested in their play and learning. For example, in the outdoor classroom, children were fully engaged as they created fresh flower collages on cardboard with some children feeling, smelling, and dissecting flowers before deciding how to arrange and stick these on their artwork. Others observed and initiated discussions about shapes and colours, *"look at mine, it's all yellow."* Another child said, *"that's nice."* Many children re-called the activity with excitement and confidently told staff which child had made each collage. Younger children can concentrate for extended periods of time whilst exploring playdoh and herbs, enjoying sensory experiences such as touching and exploring textures and smells. Children have the freedom to explore their indoor and outdoor environment safely and do so with confidence, enjoying the opportunity to follow their own instincts and ideas.

Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully such as wear aprons and butter their toast. They learn to problem solve and are provided with opportunities to be curious. Children are supported to extend their thinking and anticipate what may happen next during activities. For example, children planted runner beans in their hand made glasshouses and watched with wonder as they visibly saw their beans growing. They enjoy caring for caterpillars and ensuring they are looked after. During mealtimes, children are supported to be independent and enjoy sitting at the table with their friends as they learn to use cutlery. Children are independent in their toileting skills and ask confidently if they need help with handwashing.

Care and Development

Excellent

Staff fully understand their roles and responsibilities to promote children's safety, wellbeing and learning effectively. They identify and actively manage risks as and when they arise. Staff are confident in the setting's safeguarding procedures and are aware of their responsibilities to protect children. They implement robust cleaning and hygiene practices throughout the day and remind and encourage children of the need to consider handwashing and personal needs such as wiping their own noses. Staff consistently wear aprons and gloves during mealtimes. They follow the setting's nappy changing policy and ensure dignity and privacy whilst also praising children for their efforts in the toilet area. For example, whilst staff changed nappies, children chatted as they washed their hands, *"look at me, push the soap, like this you do it!"* Staff responded with, *"well done everyone you are very good at helping each other."* Staff are knowledgeable regarding the setting's procedures when dealing with allergies. They are efficient in ensuring accidents, incidents, illnesses, and nappy changes are updated on the parent communication app. Staff provide a healthy and well-balanced menu which is promoted alongside good table manners and the ability to develop social skills.

Interactions between staff and children are consistently warm and kind. Staff offer support whilst communicating and are sensitive to the experiences of children. For instance, following a spillage, staff responded with care removing any risks whilst offering reassurance, *"don't worry, it was only an accident."* Staff are exceptional role models ensuring communication heard and seen by children is kind and caring, creating a respectful and happy environment. They promote children's rights, culture, language and needs and implement these aspects effectively. For instance, staff promote children's home languages and ensure children receive consistent and effective interactions through the Welsh language. Staff who are less confident in the Welsh language strive to ensure interactions are bilingual. Staff provide time and care to children who do not speak English ensuring smooth settling in experiences. For example, staff effectively use a lanyard system with language and image cards and children respond happily when they are understood.

Staff have an excellent understanding of child development and know children well which results in positive behaviour and a relaxed learning environment. Staff encourage children to be inquisitive and curious. They question children during activities such as, *"what do you think will happen if we pour this into the soil?"* *"What kind of pattern will be in the playdoh if we press this shell into it?"* Staff enable children to be engaged because they follow children's interests and ensure they are not rushed. Staff carefully plan themes such as *Growth, Gardening and Mini Beasts* and provide purposeful and meaningful activities which impact positively on children's interests and daily experiences.

They are enthusiastic and take pride in their planning processes which are evident around the setting. Staff prepare stimulating activities in tuff trays such as using hot chocolate powder and shredded wheat to resemble soil. Staff also share children's learning experiences with parents via a confidential app. For example, children making fruit kebabs which included the preparation, cutting and eating process.

Environment

Good

People who run the setting have effective measures and policies in place to ensure that everyone understands their responsibilities in relation to children's safety. They ensure the environment is safe, secure, and well maintained both indoors and outdoors. People who run the setting offer a welcoming, warm, clean and homely environment with clear entrance and exit points. They carry out regular fire drills and evacuation processes and records are up to date. People who run the setting ensure fire equipment is serviced and building safety checks have been completed and documented correctly. They keep a comprehensive file of up to date and purposeful risk assessments and ensure these are reviewed annually or when the need arises. People who run the setting use a digital app to record children's attendance with arrival and departure times being stored. Staff also sign in and out via a digital code system. People who run the setting ensure all visitors sign in and out of the setting.

People who run the setting ensure the environment has good indoor play spaces for children to move freely. They offer an environment which includes a safe entrance area for arrivals and confidential discussions with parents. They also provide an office where all records are stored confidentially, and a kitchen area where nutritious meals are prepared safely by the setting's cook. People who run the setting provide a range of indoor learning areas which enable children to explore and develop new skills. For instance, areas for stories and circle time, construction areas, mark making and areas where children can explore loose parts, natural resources, and sensory play. They also ensure the outdoor areas are enclosed, offering private spaces with varying surfaces for children to play. The outdoor classroom as well as sheltered areas provide opportunities for children to be outdoors in all types of weather. Children are always supervised, and staff are alert, communicate openly and understand levels of risks.

People who run the setting ensure children have access to a range of very good quality play resources indoors. They ensure all resources are age-appropriate, providing children with variety, choice, and opportunities to explore and learn. For example, loose parts to enhance activities such as construction and numeracy and the role play area which includes real life resources. In the outdoor area, they provide a range of good quality equipment to develop physical skills such as climbing apparatus and ride on resources. They provide resources which offer opportunities for children to problem solve such as sand and water troughs filled with containers and moulds.

A bug hotel and natural resources enable children to adapt their uses according to themes. Low storage baskets enable children to access resources and make choices during their learning experiences. Younger children enjoy a range of sensory, musical, and age-appropriate resources which are displayed at their height, enabling them to explore and discover their learning environment safely. People who run the setting also ensure children learn about a range of cultures and festivals such as Diwali, Hannukah and Harvest.

Leadership and Management

Good

People who run the setting and persons in charge maintain and share an up-to date statement of purpose and keep a file of policies and procedures which are in line with the National Minimum Standards. They ensure policies are reviewed annually to accurately reflect the setting's practice. People who run the setting and persons in charge understand their regulatory responsibilities and document practice and procedures in an organised and confidential way. They keep records such as children's files, transport rotas and supporting legal documents in place. People who run the setting and persons in charge ensure a notice board is located where all staff and visitors have access to it, providing up to date information such as policies and staff responsibilities.

People who run the setting and persons in charge ensure a detailed self-evaluation review is completed annually. They carefully consider the views of parents, staff, and children to maintain standards and ensure continual improvements are made such as outdoor areas.

People who run the setting and persons in charge manage staff well. They keep staff files up to date and ensure that all relevant documents are stored confidentially. People who run the setting ensure that safe recruitment processes are completed prior to employment to include necessary checks. They ensure staff are supported through an induction process and are provided with regular supervisions and an annual appraisal to enable staff to discuss targets and fulfil training needs. Staff told us they are happy and are complimentary of the support they receive. During the inspection visit we saw evidence of mandatory training and timetables for forthcoming training courses. Staff told us they are confident in their individual roles and responsibilities and welcome opportunities to share examples of good practice. Staff are happy to offer information about daily routines, planning processes, safeguarding responsibilities, and the use of the digital apps.

People who run the setting have long established partnerships with parents. They enjoy working collaboratively with their sister settings, ensuring staffing levels are maintained. People who run the setting also work in partnership with a variety of professional partners within the local authority to enable the setting to provide a quality service to families. They offer school pick up services and work closely with several local schools to enable children to access after school care. The people who run the setting make use of their community to ensure that children develop a sense of identity and have opportunities to visit local areas such as farms and enjoy visitors to the setting to gain new experiences such as music.

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

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

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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