



Inspection Report

Cwtsh Caersws

**Caersws CP School
Maesawelon
Caersws
SY17 5HG**



Date Inspection Completed

07 March 2023

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About Cwtsh Caersws

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Powys County Council Child Care and Play Services
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	13 April 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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 are very happy and enjoy attending the setting. They feel very safe and secure in the care of staff. Children receive exciting opportunities and make choices about how to spend their time. They develop their independence through a range of quality experiences and play.

Staff are professional and passionate about their roles. They have a thorough understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a wide range of activities led by children's interests and developmental needs. Staff keep effective records of children's progress.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. An excellent range of indoor and outdoor resources promote children's all-round development.

People who run the setting provide good support to staff. They are highly motivated and ensure robust policies, procedures, and records are in place. People who run the setting use self-evaluation effectively to identify and make improvements. Parents are kept well informed and up to date about their child's experiences and development.

Well-being

Good

Children have many choices and opportunities to make decisions about how they spend their time. Children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest. Their ideas are consistently gathered and used as part of the planning process, which ensures their interests and needs are considered.

Children are very happy at the setting and feel valued. They clearly enjoy being in the company of other children and form warm and affectionate relationships with staff. Children know the staff and daily routines very well, which helps them feel settled and confident in their surroundings. They receive lots of encouragement and praise from staff when learning new skills, giving them the confidence to play and learn. Children chat easily with staff, cheerfully engaging them in their play.

Children interact positively with their friends and staff. They are learning to be kind to their friends and to share toys and resources. Children play happily alongside each other or together. We saw children sharing resources well during water play and chatting to one another enthusiastically during their role play in the home corner. Children are well supported to manage their feelings and emotions by staff.

Children thoroughly enjoy and are completely absorbed in their play. They benefit from a good variety of age-appropriate resources. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development.

Children develop a wide range of skills as they play. They have good opportunities to become independent. We saw children serve themselves fruit and pour their own drinks at snack time. They confidently choose activities, which supports them to develop independent thinking skills and make their own decisions. Children readily help tidy away at the end of a play session.

Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and effectively implement the setting's policy and procedures should they have concerns about a child. All staff we spoke to were confident to recognise signs and symptoms of abuse and were aware of their individual responsibility to report safeguarding concerns. There are robust systems in place to manage children's food allergies and individual dietary requirements. Staff record all accidents and incidents in detail and ensure the information is shared with parents. The person in charge evaluates these records to identify potential risks to children's safety and wellbeing.

Staff are kind and caring towards the children. They are very responsive and nurturing, which means children approach them with ease. Most staff have completed mandatory training. There is a comprehensive behaviour management policy in place. The policy promotes positive strategies which help children regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. In addition, staff work well with outside agencies to seek support to meet children's individual needs. Staff always act as good role models.

Staff support children's learning and development in an effective way. They plan an extensive range of play experiences that appeal to children's interests. Staff evaluate children's enjoyment and engagement in their play daily; they use this information to adapt and plan for further play opportunities. There are very effective systems in place to monitor and track children's progress. Staff carry out an initial assessment of children's speech, language, and communication skills when a child first starts at the setting, and regularly monitor their progress. In addition, staff carry out regular observations of children's play to identify their stage of development in all areas of learning and plan for their progression. Staff keep records of children's learning and development, and all children have an individual learning journal which clearly evidences their progression during their time at the setting. The Welsh language is promoted. We heard staff frequently use basic phrases and words with children as well as singing Welsh songs.

Environment**Good**

The environment is very safe and provides ample space for children to play and learn. There is an extensive range of detailed risk assessments in place for all areas of the setting and daily safety checks are undertaken. Electrical and fire equipment safety checks are up to date. Registers record the times children arrive at and leave the setting. Staff ensure only authorised persons have entry to the setting and maintain a log for any visitors. Records show regular fire drill practices are carried out, so staff and children know how to evacuate the building safely in the event of an emergency. However, there is a need for more thorough recording of these which include lessons learnt. Thorough cleaning procedures ensure all areas of the setting are kept clean and hygienic.

The environment is very welcoming, well maintained and child friendly. It provides a warm, spacious, and exciting areas for children to explore. Children access toys and resources with ease, which supports their independence. They have a lovely sense of belonging because staff display children's photographs and creative work around the setting. The outdoor play area is safe and secure. It provides a spacious area with a wide variety of resources which suitably challenge children and offer them opportunities to experiment. For example, materials for obstacle courses, mud kitchen, planting and growing areas, ride on toys and many more. However, free flow to outdoor play is limited.

Regular cleaning of toys and equipment is undertaken, and resources are of excellent quality. A good balance of manmade and natural materials such as pebbles, shells, twigs, and pinecones enhance children's learning. There are resources to promote diversity and a multi-cultural society, including dolls, posters, photographs, books and foods. The setting has very good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toys storage and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Leadership and Management

Good

Leadership and management of the setting is strong. There is a clear statement of purpose providing parents with accurate information about how the setting runs. People who run the setting are dedicated and motivated to continually improve upon the service they offer. They manage the setting in line with the regulations and the National Minimum Standards. Policies and procedures are of good quality and implemented by staff in practice.

People who run the setting work hard to provide a quality care provision to children and their families. 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 in good order. Staff files include all relevant checks and documentation to ensure staff are suitable to work with children. Staff receive supervisions and annual appraisals, which enable them to identify their strengths and areas for development. There is a robust system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current.

People who run the setting monitor their setting and plan for improvements effectively. They write an annual quality of care report which is evaluative and considers the views of parents, children, staff, outside agencies and service providers. People who run the setting draw up an action plan to address any areas of development identified. All staff have up to date mandatory training, and there are good opportunities for staff to receive additional training as required.

The setting has established positive relationships with parents. Parents receive regular feedback on their child's progress via daily verbal feedback, emails, and newsletters. Beneficial partnerships are developed with local authority advisers and support agencies such as speech and language, as well as the school.

Recommendations to meet with the National Minimum Standards

R1. To encourage more opportunities for free flow to the outdoor environment.

R2. To complete more comprehensive records of fire drills including any lessons learnt.

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

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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