



## Inspection Report

**Camau Cyntaf - First Steps Rhydyfelin**

**Rhydefelin Childrens Integrated Centre  
Holly Street  
Rhydyfelin  
Pontypridd  
CF37 5DB**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

25/10/2022

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## About Camau Cyntaf - First Steps Rhydyfelin

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Camau Cyntaf i Ddysgu C.B.C
Registered places	30
Language of the service	Both
Previous Care Inspectorate Wales inspection	This is the first inspection since CIW registration.
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

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

## **Summary**

Children have good relationships with each other and with care staff. They have a strong sense of belonging and express enjoyment in their day-to-day activities. They are developing very good independent skills through child led learning experiences.

Care staff interact positively with the children and show understanding and respect. They know the children well and provide meaningful and interesting activities. They follow and understand policies and procedures, which ensures the wellbeing of the children.

The environment is well organised and provides a very good range of learning resources that develop children skills. The indoor and outdoor spaces are well designed and beneficial for children. Overall, there are effective measures in place to keep children safe.

The people who run the setting ensure a very good level of care for children. They invest in and support staff's professional development, ensuring all staff feel valued. They have developed strong partnerships with parents. They continuously make improvements where necessary in order to benefit the children in their care.

**Well-being****Good**

The setting is very child-centred with a strong emphasis on children directing their own play and learning. Children are listened to and all attempts at communication are valued. Their individual needs are fully considered because the staff know the children well. Children's requests are listened to and responded to by staff. For example, a child asked for a drink and their request was granted. As another child looked on, the staff member recognised that they were thirsty too. Children feel safe and secure and have a strong sense of belonging. They were not worried by our visit and approached us confidently chatting happily about their activities. They enjoyed showing us their new glitter shoes. Children interact naturally with staff as they choose their snack, and they are confident when expressing their likes and dislikes when considering the food choices on offer. As a result, children feel safe, happy and valued.

Interactions are good and the children have strong bonds with all staff. Nearly all children interact well with each other and have positive relationships. Children are learning to manage their behaviour, to cooperate, take turns and share. For example, two children worked together, filling and emptying a big pot using coloured water. Once the pot was full, they took turns to empty the pot, shrieking with excitement and delight as they did so. Children persevere and show sustained interest in activities. They have considerable freedom to safely explore their environment. Children move between areas of learning independently and are completely comfortable in going from the indoor to the outdoor area.

Children enjoy their learning and take part in staff led and independent activities. They are self-motivated to initiate their own play. For instance, one child decided to use a wheelbarrow to move the pumpkins from one area to another. Children who do not wish to participate are able to watch others playing or engage in other play activities of their choice. For example, as one child played on the rocking horse another child watched and smiled. One child decided to get a camera and pretend to take a photo of their friend on the rocking horse. They said "smile for the camera" as they took the photo. Both children gained a great sense of pride and achievement.

Care staff are professional, appropriately qualified and show professionalism and diligence in their roles. They have a good understanding of how to keep children safe and healthy. Staff promote healthy lifestyles effectively. For example, they follow good hygiene procedures and encourage children to wash their hands, helping to develop their personal hygiene practice effectively. The majority of care staff at the setting have valid first aid, food hygiene and safeguarding certificates. Safeguarding procedures are in place and promote the welfare of children. Care staff understand their responsibilities in relation to safeguarding procedures. They have a good understanding of the difference between accidents and incidents. These are recorded in detail, and parents are informed.

Care staff are skilful when they need to distract unwanted behaviour and they consistently implement the behaviour policy. Adult interactions are supportive and positive. During these interactions they recognise good behaviour using some incidental Welsh such as 'da iawn' and 'diolch'. They remind children and praise them, encouraging good behaviour and independence. For example, as a child tried to control a balloon and move it from one area to another, a staff member supported effectively. They asked questions and responded using phrases such as, *"How can we move it? Yes, we can roll it, you try. You've got it, well done you."* They listen attentively and successfully question children to promote learning. During free play, care staff are consistent in their interactions with children to improve their understanding. They develop children's physical skills through positive encouragement. As a result, children climb and jump enthusiastically on adventure equipment and transport each other around the playground on the back of a bicycle. They also provide interesting creative activities, such as creating different rhythms with percussion instruments and cooking imaginary meals in the role-play area.

Care staff are friendly, responsive, and attentive to the children's learning and development. The morning session is an English session and during this time many care staff use incidental Welsh, such as "dim ots" and "diolch" which, in turn, also encourages the children to use their incidental Welsh language. During the afternoon Welsh session not all care staff use the Welsh language consistently. They are beginning to implement a more responsive approach to planning, and they provide a wide variety of activities. This promotes curiosity and sustained thinking amongst children through the use of play based learning and positive interactions. However, the new planning process is not consistent. 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 in learning.

The people who run the setting ensure the environment is safe and secure overall. There are risk assessments in place for all areas of the setting which include fire safety and children's activities. However, the risk assessment and the daily checklist for the environment are not detailed enough as some potential hazards have not been identified. For example, some cleaning materials were stored in the children's toilets. The people who run the setting took immediate action to remove these. Therefore, we have not issued a non-compliance notice on this occasion. The setting is run from a shared building which other users have access. The people who run the setting provide a secure entrance and exit. Visitors are required to sign in at the building's main entrance and again at the setting's door. Children access the setting via a side gate which is locked and secure. The people who run the setting ensure the building is well maintained and that safety checks are conducted and reviewed in a timely manner.

The people who run the setting ensure that the environment offers good facilities for children to be cared for. The play areas are welcoming and provide the space to learn in an uncluttered and calm place. It has considered decoration and the layout supports children's development. For example, there is a quiet den area where children can relax or read a book. Leaders have ensured that the toilets and nappy changing facilities provide for children's independence and dignity. The outdoor area is very well-designed, with a large, covered area that is used regularly as part of the daily routine. There are different play areas and equipment for children providing various play opportunities and experiences in the outdoor. For example, a boat for role play and a bridge that challenges children during physical activities.

The people who run the setting ensure resources and equipment are of good quality, clean and well maintained. Tables and chairs are of a suitable size for the age of children. Leaders ensure there is a wide range of good quality resources available which children access easily, promoting their independence. These are appropriate for their age and stage of development and promote their curiosity and learning. Outside, resources are plentiful and interesting, these include an outdoor kitchen, bikes, and a rocking horse. Children's imaginative play experiences is promoted through the use of real-life objects. For example, real crockery and kitchen equipment is provided in the role play area. A number of age-appropriate multicultural books and toys are available for the children. These, as well as ample play resources, engage the children's interest in the wider society, and celebrate equality and cultural awareness.

## Leadership and Management

Good

The leadership and management of the setting is good. People who run the setting understand their roles and responsibilities, managing the setting effectively considering the regulations and National Minimum Standards. The newly appointed person in charge is settling into her role at the setting. She benefits from the company's strong support network and established processes. The management team of the company keeps in regular contact with the setting and provides good support for the team to ensure children's needs are well met at all times. The people who run the setting ensure the statement of purpose complies with the relevant regulation and provides parents with information on what the setting offers. This is updated in a timely manner to reflect any changes as needed.

The people who run the setting ensure a strong culture of continuous professional development exists. They hold regular supervision and appraisal meetings and have a thorough induction process for new staff and leaders. Staff feel valued and say that the management team listens to their views and that leaders provide good support. Staff are confident and passionate about their work and value the opportunities that working for the company brings. As a result, the people who run the setting manage the staff effectively. The person in charge maintains an organised environment and all documents are easily accessed and in good order. All policies and procedures are in place, updated regularly and contain the required information. Appropriate checks to ensure staff are suitable to work with children are in place before they take up their post. Records show the time that staff arrive and leave the setting. However, they did not record staff breaks. The people who run the setting tell us that since our visit, these are now recorded. There are enough qualified and experienced staff to make sure children are well cared for at all times.

The people who run the setting work hard to provide good quality care provision for children and their families. The annual quality of care review takes into account the views of parents and guardians, children and staff. The people who run the setting are keen to continually improve the quality of the setting and they monitor on a half termly basis. Partnerships with parents are very strong and the setting actively encourages working together in order to support children's wellbeing and development. For example, during our visit, a stay and play session was arranged for parents. Parents and guardians took an active part in the children's learning and engaged in informal conversations with other visitors and staff. All policies are available in Welsh and English and posts for parents are bilingual. General information is shared via a closed social media page and newsletters. Information on individual children's achievements is shared via a private app. Parents we spoke to were very complimentary of the setting as a whole and remarked on the very good communication and information they receive. They spoke highly about the care their children receive.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure staff sign in and out for breaks.

R2. Review risk assessments and ensure checklists are used as working documents.

R3. Develop consistency in the use of the Welsh language during sessions as set out in the statement of purpose.

R4. Ensure the new planning system is consistent.

### 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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<b>Ratings</b>	<b>What the ratings mean</b>
<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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