



Inspection Report

Camau Cyntaf - First Steps Penrhiwceibr

**The Cozy Cabin
Perhiwceibr Primary School
Mountain Ash
CF45 3YD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

05/05/2023

About Camau Cyntaf - First Steps Penrhiwceibr

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	Manual Insert] Post Registration Inspection
Is this a Flying Start service?	Manual Insert] Yes
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.

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<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

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

Summary

Children are happy and communicate confidently. They make choices and have excellent opportunities to make decisions, and their interests are valued. Children are settled and comfortable in their environment. They have opportunities to develop independence skills and consistently experience age-appropriate activities that promote their all-round development.

Staff implement policies and procedures to promote healthy lifestyles and children's well-being. They are knowledgeable and consistently share examples of good practice. Interactions are consistent, demonstrating warmth and kindness, and they have an excellent understanding of children's rights and diversity.

The people who run the setting ensure that the environment is secure, and well maintained both indoors and outdoors. They have effective measures and policies in place to ensure the safety of children and provide an excellent range of quality resources to support children's all-round development.

The people who run the setting fully comply with regulations and consistently ensure that requirements are met. They are knowledgeable and responsible and keep a comprehensive file of policies and procedures which exceed the National Minimum Standards. The people who run the setting have established strong partnerships, with the nearby school, health professionals, cluster groups and with parents.

Children confidently communicate their wishes, and their needs are considered. They have excellent opportunities to make decisions and their opinions and interests are valued. Children choose whether they wish to play indoors or in the outdoor area and move freely between spaces in play areas of their choice, without any time constraint. For example, the opportunity to play with pebbles in the low sink and the suitcase adapted for sand play.

Children are happy and feel secure and safe. They are settled and comfortable in their environment. Bonds of affection and attachment are evident, and children chatter confidently whilst playing. Children snuggle up on a small sofa and enjoy physical contact with staff whilst stories are read aloud. We saw children enjoying the relaxed atmosphere and the opportunity to socialise together in all aspects of the session. They also demonstrate that they are comfortable with visitors. For example, children became very chatty, whilst showing us their skills on the climbing frame.

Children communicate openly with each other and with staff. Interactions are consistently good, and children cooperate and engage well, being interested and supportive of each other's needs. Children have a sense of belonging and have formed close relationships with peers and staff. They are familiar with routines and enjoy communicating about what's coming next. Children are excited to see and spend time with all staff and express themselves with confidence and spontaneity. For example, one child picked up a camera and said to staff and children, "*Everyone say cheese.*" Children demonstrate long periods of concentration in a wide range of stimulating play opportunities. They initiate their own play as interesting resources are accessible, sparking curiosity as they explore their environment. For example, children enjoyed the home corner where real mushrooms had been presented on chopping boards with knives.

Children experience an excellent range of age-appropriate activities and resources that promote their all-round development, enabling them to follow their own interests confidently. During the Coronation party; as ceramic tiered cake stands were carried to the table, children responded with "*Waw*". They skilfully used prongs, to independently help themselves to fill their plates. They wait their turn, share, and use words such as 'please' and 'thank you'. Children independently pour their drinks using jugs of water or milk, demonstrating a sense of achievement. Over lunch, children confidently include mathematical language during conversations about their water flasks, "*you have a bigger one and you have a smaller one.*" We saw children and staff looking out of the window and focusing on the view, pointing, and chatting about what they could see, with the interaction and discussion lasting several minutes. Children independently go back and forth to the toilet by themselves. They are familiar with this routine and enjoy the independence of washing and drying their hands with paper towels and disposing these in the bin.

Care and Development

Excellent

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, personal safety, and well-being. They identify and actively manage risks, and children receive consistent responses or reactions, which are kind and thoughtful. All staff are knowledgeable about safeguarding procedures and are confident in their responsibilities to fully protect children. Cleaning routines are practiced thoroughly throughout the sessions. For example, tables are sprayed down before and after snacks and handwashing and hygiene practices are implemented carefully. All staff are knowledgeable about the needs of all children, including those with additional learning needs. They are helpful and welcome opportunities to share examples of good practice. For instance, the setting's allergies and medication procedures are followed meticulously. We saw completed records to support these processes. Staff duties are shared, delegated, and implemented across the team with opening and closing checks being completed on daily rotas. Nappy changing procedures are followed with privacy and dignity. These are recorded with correct personal protective equipment worn with each nappy change.

Interactions between staff and children are consistent, demonstrating warmth, kindness, and praise, such as "*da iawn, well done*". Staff are respectful towards each other and communicate consistently, showing support and effective collaboration. For example, they support each other whilst clearing following the morning session and setting up for the afternoon session. They communicate confidently regarding numbers, parent messages and pick-up times, ensuring that children consistently see and hear respectful practice. Staff demonstrate excellent knowledge and understanding and are sensitive to the needs and experiences of children. They are responsive to levels of support linked to individual needs. For example, when a child preferred not to be part of a group activity, staff were quick to offer different options nearby. We saw staff support children sensitively during settling in sessions.

Staff are excellent role models and provide consistent examples of incidental Welsh such as, "*what would you like? Dŵr/water or llaeth/milk? Dŵr neu llaeth?*" They respond with energy and enthusiasm during singing and dancing sessions with children saying, "*oh da iawn pawb*". Staff have created a busy, happy working environment and genuinely care and support each other, respecting their own strengths and thriving on the achievements of the children in their care. All staff know children very well and consistently promote their play and learning experiences. We saw staff carry out a happy tooth brushing session, interacting fully with encouragement, actions and signing. Outdoors, staff support children in their play with water containers and spray bottles and use mathematical language such as "*full*" and "*empty*" to reinforce further learning experiences. Staff have an excellent understanding of children's rights and diversity and are committed to providing a range of play and learning activities which are age appropriate.

Environment

Excellent

The people who run the setting have effective measures and policies in place to ensure the safety of children. The environment is secure, and well maintained both indoors and outdoors. The indoors is welcoming, homely, and well maintained with good heating and ventilation. A clear entrance point with an external gate is always locked. The people who run the setting minimise any risks to children's health and safety. Fire drill logs and evacuation processes are carried out and records are up to date. Fire equipment is serviced and building safety checks are documented correctly. A visitor's book and daily registers ensure the safety of everyone whilst on the premises.

The setting is located within a self-contained building with an enclosed outdoor play area. The people who run the setting ensure the environment has a very good play space for children to move freely. The outdoor space is used throughout the day, in all weathers. All weather resources such as footwear and waterproof suits are accessible to children under a sheltered area at the entrance and they independently choose when to wear these. The people who run the setting have effective risk assessments in place for activities and areas as well as purposeful daily and weekly risks assessment sheets. An open, fully equipped kitchen is accessible only to staff from the main playroom and provides visibility for all staff, ensuring effective communication in the preparation of snacks, drinks, and activities. We saw equipment and posters in the kitchen which catered for specific allergies. The children's toilet area offers privacy with appropriately sized toilets in cubicles and low sinks to aid children in their personal development. Children are always supervised, and staff understand levels of risks and act on these accordingly. Regulatory requirements such as fire tests and daily signing in registers are updated as and when children or staff arrive or leave the building.

The indoor area is open plan where clear principles of current and innovative approaches are evident within a calming environment which is not over stimulating. Indoor spaces are well presented and inviting and include a wide range of purposeful areas. Children safely access a range of quality, real-life resources. For example, the dressing table and mirror in the home corner. The outdoors provides safe play areas for shelter, Astro turf, climbing equipment and pathways for riding balance bikes. This area includes a range of quality resources to develop physical skills, problem solving and develop children's curiosity. For example, it includes a water wall unit with pipes, crates and planks, mark making areas with chalks and a sheltered story corner with cushions where books are stored in a large flowerpot.

Leadership and Management

Excellent

The people who run the setting have an innovative vision for the service. They maintain and share an up-to date statement of purpose which accurately reflects the service. They are knowledgeable and responsible, keeping a comprehensive file of documents, policies and procedures which exceed the National Minimum Standards and are reviewed regularly. They ensure any changes are shared with staff and parents and implemented across their practice. For example, in the setting's main entrance, a family notice board included the latest policy under review.

The people who run the setting complete a quality of care report. They are efficient in ensuring that the views of parents, staff and children are respected and considered carefully to maintain standards and implement continuous improvements and further developments. They support a hard-working team of staff who care and listen carefully to what people and children say.

The people who run the setting ensure staff ratios are always correct, demonstrating this in practice and on children and staff registers. Staff files are correct and stored confidentially on a central system. A detailed induction system includes an excellent process which is set at specific intervals during the first 12 weeks of employment. New staff said they valued the opportunity to settle in and gain further responsibilities over time. Staff training and professional development is managed carefully, ensuring all staff achieve personal goals. In addition, staff can attend regular workshops, to further enhance their practice. Staff have a clear understanding of their daily routines and responsibilities and are complimentary of the support they receive. The people who run the setting have an innovative system for appraising and supervising staff. This is purposeful and kept up to date, with evidence of timetabled meetings, wellbeing reviews and peer observations. They have established an experienced team of staff who are confident with the setting's daily requirements. The people who run the setting delegate roles effectively, empowering staff with responsibilities for which they feel very proud. For example, organising a range of fundraising events such as a sponsored walk to Taffs Well with families.

The setting's ethos and principles are firmly embedded. The people who run the setting have strong partnerships, with a reliable pick-up service from the school nearby. They work closely with support officers, cluster groups and health professionals who support children with their individual learning needs. They use the local community, for walks and visits to parks. Effective partnerships are established with parents who said how much their children enjoy attending and how well they settle and develop. Parents are complimentary of the service and staff and appreciate the level of communication via the app and enjoy being able to see their children's activities.

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)
	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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