

A report on

**Gofal Plant Cwtch Childcare Pentrebaen
Coed y Gof Primary School
Beechley Drive
Cardiff
CF5 3SG**

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

This report is also available in Welsh.

About Cwtch Pentrebaen

Name of setting	Cwtch Childcare Pentrebaen
Category of care provided	Full day care
Registered person(s)	Ryan Williams
Responsible individual (if applicable)	
Person in charge	Deborah Ivins
Number of places	33
Age range of children	2 - 11
Number of 3 and 4-year-old children	16
Number of children who receive funding for early education	4
Opening days / times	08.00 to 18.00 Monday to Friday
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The service is working towards providing the Welsh language “active offer” and plans to become a bilingual service or is making a significant effort to promote the Welsh language and culture.
Date of previous CIW inspection	This is the first inspection
Date of previous Estyn inspection	This is the first inspection
Dates of this inspection visit(s)	18/10/2022

Additional information

This setting is relatively new and has moved to the current site from its previous site near Ysgol Gyfun Plasmawr. Since September 2020, it has begun to provide wider care than sessional playgroup provision and now provides full day care and after-school care for children between 2 and 11 years old. Very few children come from Welsh-speaking homes, speak English as an additional language or have additional learning needs.

Non-compliance

No areas of non-compliance were found during the inspection.

Recommendations

- R1 Improve practitioners' skill and confidence when communicating with children through the medium of Welsh to improve their oral Welsh skills
- R2 Expand on the good teaching practice that already exists among all practitioners to ensure that they take advantage of every opportunity to facilitate and develop children's skills wholly naturally while they play
- R3 Ensure that the improvement objectives are based on children's progress and learning and that the success criteria are clear

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being:

Nearly all children are happy, content and cope well when arriving at the setting and leaving their parents/carers. They are confident when making choices about how to spend their time and know that practitioners respect their wishes. For example, children sit at the table to eat their snack in their own time rather than at a particular time. Nearly all children move confidently around the wide range of activities and play areas. This enables them to pursue their interests and take part in learning and play experiences at their own pace successfully.

Most children express themselves confidently by sharing ideas and answering simple questions. They are keen to discuss their experiences with practitioners and know they will listen to what they have to say. Nearly all children are familiar with the daily routine and have a positive relationship with practitioners, which gives them a sense of security. They respond well to praise, which makes them keen to share their successes. For example, practitioners appreciate their efforts enthusiastically and proudly when they show them their creative work.

Most children have started to make friends quickly. They interact well with their peers and enjoy playing and completing tasks together. For example, they work together successfully when pretending to make lunch for practitioners in the mud kitchen, discuss which herbs to add and take turns to use the equipment. Most are happy to share resources with their peers and learn important social skills well. For example, they take turns patiently when waiting to play on the bicycles, while others are happy to come off them so that someone else can have a turn. Older children show a keen interest in their friends' efforts and praise them when they succeed.

Nearly all children enjoy their play and learning. They concentrate and persevere well when completing tasks and enjoy experimenting with different equipment and materials. For example, they play with dough and add leaves and herbs to create a new texture. Most children are curious about the world around them and enjoy playing and using their imagination, such as playing imaginatively in the outdoor area when making a den from wood and pretending to hide from their enemies.

Nearly all children choose activities independently and pursue their interests effectively. Most develop good independent skills, for example while preparing food for snacks. A number of children offer to help by cutting fruit and placing mats, dishes and glasses on the tables. Nearly all children are also keen to act independently, such as washing their hands, pouring their own drink and returning their plates once they have finished.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting):

There is no report on children's learning because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development:

Practitioners place a priority on ensuring children's safety and implement effective procedures to ensure that children are healthy and safe. All have received relevant child protection training and are familiar with the procedures to follow if they have any concerns about a child. As a result, the setting's procedures for safeguarding children meet requirements and are not a cause for concern. All practitioners have completed paediatric first aid training, which prepares them to administer appropriate treatment, where necessary. They record any accidents appropriately and ensure that a parent signs these records. They complete regular fire drills and record them effectively.

Purposeful procedures are used well to prevent the spread of infection. For example, practitioners encourage children to wash their hands regularly and follow suitable procedures when handling food. Practitioners promote healthy eating and exercise successfully. They encourage children to eat fruit and ensure that there are beneficial opportunities for them to develop their physical skills and spend time outside in the fresh air on a daily basis.

Practitioners have forged positive relationships with the children and speak to them fondly and lovingly. They treat children with care and respect and use effective and consistent strategies to promote positive behaviour, in line with the setting's policy. For example, they draw children's attention to another activity on the rare occasions that they have difficulty sharing or taking turns and give them an explanation when doing so. Nearly all practitioners model good social skills when playing with the children.

Practitioners know the children exceptionally well and ensure that provision is exciting to engage their interest. The setting has purposeful arrangements to identify and support individual children's needs. Practitioners gather information about their likes, needs and any other relevant information before children start to attend the setting. This enables them to plan effectively to address individuals' specific needs. There are suitable procedures in place to refer children for support from external agencies, where necessary.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting):

Practitioners provide stimulating and interesting learning opportunities for children and give them useful opportunities to develop their curiosity in a highly stimulating and safe environment. They encourage children to guide their own learning fairly successfully and give them the freedom to move from one activity to another, both indoors and outdoors. On the whole, practitioners work well together to plan these flexible activities by considering the requirements of the Curriculum for Wales. They plan in the moment to build appropriately on children's previous knowledge and understanding.

Children are encouraged to develop their understanding of the world successfully, for example by encouraging them to feed the goldfish and discuss insects and worms in the garden.

All practitioners encourage children to learn and do their best. However, only a few have mastered the skill of knowing when it is appropriate to intervene and try to make the most of opportunities that arise to develop children's skills in a completely natural manner. Where this works best, the practitioner, for example, pauses play and encourages the child to count the conkers they have collected in a bowl in the mud kitchen.

Overall, practitioners develop children's numeracy skills and communication and literacy skills appropriately. However, provision to develop their Welsh language skills and information and communication technology (ICT) skills have not been developed in full. Although only a few practitioners are confident Welsh speakers, they make a regular effort to provide opportunities for children to hear and use Welsh vocabulary and phrases. These include simple and familiar questions and instructions during snack time and circle time. Practitioners promote children's awareness of Welsh traditions and cultural celebrations effectively, for example by singing Welsh songs and celebrating St David's Day. However, as only a very few children come from Welsh-speaking homes and provision for language has not yet been developed in full, many children's Welsh communication skills continue to be very basic.

Practitioners promote children's spiritual, moral, social and cultural development appropriately. They create wonderful activities that encourage them to use their curiosity and appreciate the wonders of the world in a variety of contexts. For example, they enjoy opportunities to study nature in the garden and create colourful pictures of autumn leaves. Practitioners focus on encouraging honesty, fairness and respect in all activities and ensure that children understand that they need to treat each other, their environment and their resources with care.

Practitioners engage well with parents and carers to gain an individual perspective of each individual's strengths, alongside any areas for development. They understand their roles as key workers for groups of children well and contribute beneficially to updating each child's profile regularly. Practitioners observe and assess children regularly to plan the natural next steps for them. Overall, practitioners are beginning to use these findings appropriately to plan beneficial activities and learning and play experiences that meet the needs and interests of most children. Practitioners share information successfully with parents/carers about their children's progress, in addition to any areas for development. Parents appreciate this.

Environment:

Leaders prioritise children's safety continuously and ensure that robust procedures are in place to ensure that any potential risks are monitored and managed effectively. Rigorous risk assessments outline the potential dangers and the steps that have been taken to reduce or prevent the risk to children. Practitioners also complete daily checks to ensure that there are no dangers.

The setting is safe, welcoming, warm and is maintained extremely effectively. The indoor and outdoor play areas encourage children's curiosity and there is plenty of space for them to move around freely. The playroom is organised into purposeful learning areas, with a variety of activities and resources to enrich children's experiences successfully. For example, there is a wide range of authentic resources and equipment available, such as cups and tea dishes, empty food boxes and pots

and old machines and electrical equipment. This enables children to develop their imagination and promotes their understanding of the world around them. The outdoor play area provides a wide range of activities and purposeful and exciting opportunities for children. For example, practitioners ensure that children make effective use of the mud kitchen, the obstacle course and the water trough and its various pipes.

Leaders ensure that there is a wide range of interesting and exciting resources and equipment available to the children in the playroom. These are of good quality and are stored at a low level to enable the children to choose independently without adult intervention. Leaders ensure that there are excellent opportunities for children to learn about the world around them. Natural resources and materials are used very effectively to enable children to experiment and discover. For example, there are good opportunities available for children to plant blackberry trees, experiment with herbs and smell them and play with recycled materials in the role-play area. There is also a good range of resources available to promote children's awareness of different cultures and diversity.

Leadership and management:

Leaders have a clear vision for the setting. This is based on ensuring that children receive the best quality care, that they are happy and that they make good progress in a Welsh environment. They convey this vision successfully and ensure that practitioners work together in a happy environment. Leaders respect the practitioners, listen to their views, support them well and give them rich opportunities to develop professionally. This enables them to do their best for the children. There is a positive ethos and both children and staff feel that they are valued.

The responsible individual plays a core part in the setting's activities and works closely with the person in charge. This ensures that he has a sound understanding of what happens there from day to day. Together, they promote safe practices and a robust culture of safety and learning.

The setting complies with regulations and meets the national minimum standards. The statement of purpose is clear and provides parents/carers with sufficient information to make the correct choice about their children's care.

Leaders have suitable procedures for evaluating the setting's work, which identify correctly what is effective and the areas for improvement. They have appropriate improvement plans for teaching and learning, in addition to the site. They identify the actions for improvement clearly, but success criteria are not always effective enough to measure the effect on children's learning and progress. This makes it difficult to measure success.

There are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children, and these are deployed appropriately. Their roles and responsibilities are clear, there are good ratios of adults to children and suitable contingency plans have been established in case of staff absence. There is an effective system of supervision and evaluating practitioners annually, which leads to appropriate agreed targets. Although leaders understand the importance of developing children's Welsh language skills, finding staff who are

confident in the Welsh language is proving to be a challenge. The setting is working towards introducing the Welsh Language Active Offer and provides relevant training to improve practitioners' Welsh language skills.

The setting has a history of working with a variety of partners to improve children's health, learning and well-being. These include the local primary schools, organisations and officers that support the work of nurseries, such as the local authority advisory team, local businesses, the Fire Service, the Ambulance Service and the community police officer.

The setting shares important information with parents about its policies and procedures by holding face-to-face meetings with them before their children start. They also keep them up to date by using apps, the website and social media platform, and by talking to them at the end of the session, where necessary.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

This document has been translated by Trosol (Welsh to English).