



## Inspection Report

**The Ely and Caerau Childrens Centre**

**Michaelston Road  
Ely  
Cardiff  
CF5 4SX**



### **Date Inspection Completed**

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## About The Ely and Caerau Childrens Centre

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Schools Service City and County of Cardiff
Registered places	85
Language of the service	English
Previous Care Inspectorate Wales inspection	31 August 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend the service provider consider Welsh Government's ' <i>More Than Just Words Follow on Strategic Guidance for Welsh Language in Social Care</i> '.

## Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children settle well and have lots of fun. Their opinions and interests are highly valued. Children receive exciting opportunities and make choices about how to spend their time at the setting. They interact well with their friends and staff and make excellent progress in all aspects of their learning and development. Children receive warm and responsive care.

Staff have a very good understanding of how to keep children safe and healthy. They have implemented new policies and procedures in response to Covid-19 well. Staff are friendly, and provide safe and nurturing care. They plan for a wide variety of activities, which promote curiosity, play and learning. Staff keep effective records of children's progress.

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

People who run the setting provide excellent support to staff. They encourage staff to develop in their role and complete additional training. There are suitable policies, procedures and records in place. A small number of policies would benefit from reviewing and updating. Parents are very complimentary of the setting and speak very highly of the staff and the care their children receive.

## Well-being

Children speak and express themselves confidently. Children are listened to which makes them feel safe and valued. They have many opportunities to make choices and decisions. Children choose from a wide variety of play and are involved in activity planning. Children offer their ideas about what they should do next, giving them opportunities to problem solve. We saw a child use their problem solving skills to build a tunnel using soft play blocks. They experimented with building the tunnel tall and wide enough for their friends to crawl through.

Children throughout the setting are happy, enthusiastic and enjoy their time there. They have strong bonds of affection with staff and they know staff will help them. Children are beginning to form friendships, in line with their age and stage of development. They play happily together or alongside each other. For example, we heard lots of giggling in the dressing up area where a group of children tried on a selection of wigs and hats and admired themselves in the mirror.

Children delight in their play and concentrate on activities for an appropriate amount of time. One child carefully and proudly showed us how they could write their name. They beamed at the encouragement and praise from a staff member, who told them that *'they were so ready to go to big school'*.

Children learn self-help skills and are encouraged to carry out tasks independently which helps prepare them for attending school. Younger children are encouraged to 'do what they can' when putting on wet weather gear and wellies for outdoor play and older children do so independently. Children enjoy sociable meal/snack times and chat to their friends and staff. They use appropriate plates and cutlery and are learning to or can already feed themselves. Children pour their own drinks, supported to develop this skill by staff if needed.

## Care and Development

Staff have good knowledge of how to keep children safe and healthy. They have adapted well to the new policies and procedures to help keep children safe during the Covid 19 pandemic. Staff use good hand hygiene and effectively implement new cleaning procedures. They ensure that children frequently wash their hands for an appropriate amount of time. Healthy meals and snacks are on offer. The setting has achieved an award for healthy eating, providing a varied and nutritionally balanced menu. There are robust systems in place to manage children's food allergies and individual dietary requirements. Staff know how to raise safeguarding concerns. They speak confidently about safeguarding procedures and know that leaders will respond to any concerns raised. All staff have current training in child protection. Regular fire drills practices ensure that staff and children are aware of how to evacuate the premises safely.

Staff interact very well with children. They chat easily with children to support their play and learning. Staff have a sound understanding of child development, and its impact on children's behaviour. Some staff have completed training in 'Thrive'. This approach promotes positive mental health and well-being to enable children to develop relationships, which help them flourish and learn. Staff use a traffic light system effectively to help children understand when to stop unwanted behaviour or when it is time to finish an activity. We saw staff members gently and clearly reminding children to share and take turns when playing. Staff use lots of praise to encourage and reinforce positive behaviour and act as excellent role models at all times.

Staff know children well. They plan an extensive range of activities that appeal to children's interests. Staff evaluate activities daily according to children's engagement, enjoyment and progress, this influences activities offered the following day. Older children choose to complete a mini project of their choice. One child told us how they had chosen to write and perform a song for their project. A staff member told us how the child made posters and tickets for show, before singing their song for an audience of 60 people. The child relished the opportunity to sing their song once again for us. There are several systems in place to monitor children's progress and development and identify any additional learning needs. This enables staff to develop individual learning plans for children, which successfully promotes learning and development.

## Environment

The environment is safe and secure and provides ample space for children to play and learn. There are detailed risk assessments in place for all areas of the setting, activities and any outings undertaken. Effective policies and procedures help keep everyone safe during the Covid 19 pandemic. For example, managers have introduced a one-way system in communal areas of the setting to avoid contact between people arriving and leaving. Routine maintenance checks for the building and appliances are undertaken. Registers record the times that children arrive at and leave the setting. Staff ensure only authorised entry to the setting. They use key fobs to gain entry to each room and maintain a visitors log for any visitors to the setting.

The environment is clean and well maintained. It provides bright, spacious and exciting areas for children to explore. Children are able to access toys and resources with ease, which supports their independence. Children have a lovely sense of belonging because staff display children's photographs around the setting. The outdoor play area is safe and secure. It offers a wealth of play opportunities for children, including a forest school where they can explore and learn about the natural world and toast marshmallows over a fire. We saw children enjoying their outdoor play, rolling paint rollers in muddy puddles to paint some plastic crates.

Regular cleaning of toys and equipment is undertaken, which is especially important during the current pandemic. Where possible children use Individual equipment to prevent the spread of germs, for example their own playdough, sand tray, paints and paper. There is a wide range of excellent quality resources for all ages of children. Short educational videos projected onto walls, further promote children's interest and learning. Colour changing light speakers playing soothing music, fairy lights strung in cosy areas and softly lit lamps dotted around the setting enhance children's sensory experience and create a calm and very homely feel. The environment has good quality suitably sized furniture and resources to support children's independence. For example, child sized table and chairs and individual names coat pegs for their belongings.

## Leadership and Management

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. The manager is dedicated and has a clear vision. Policies and procedures are in place and most contain required information.

The manager carries out thorough checks to ensure all staff are suitable to work with children. Staff receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. Staff are encouraged use their personal interests to enhance children's play experience. One staff member told us her previous job was a hairdresser; she set up a hair salon in the role play area, which the children thoroughly enjoyed. Staff receive very good opportunities for learning and development. Recent training in 'language delay development' and 'promoting children's well-being' have had a beneficial impact on children's learning. Many staff are further developing their professional knowledge by studying part time degree courses. There are enough qualified and experienced staff to make sure children are well cared for, at all times.

The manager plans appropriately for improvement. There are systems in place to monitor the quality of care provided. Regular feedback from parents and children informs their quality of care report. There is a complaints policy; although it does not include information on procedures should another agency be required to carry out an investigation.

Staff share daily information with parents. Parents of younger children receive a written record of their child's day and parents of older children receive verbal feedback at the end of their child's session. In addition, all parents receive written termly reports on their child's progress and development. Parents we spoke to said that they were extremely happy with the setting and they told us they had good relationships with the staff and manager.



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

R1. Review and update policies.