



## Inspection Report

**Bramble Hedge Childcare Services**

**Romily Primary School  
Romilly Road  
Barry  
CF62 6LF**



**Date Inspection Completed**

01/08/2023

## About Bramble Hedge Childcare Services

Type of care provided	Children's Day Care Out of School Care
Registered Person	Sheryl Hopkins
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	13 November 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<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 settle well and enjoy their time at the setting. Their opinions and interests are valued, and they can make choices. Children receive a good variety of play and learning opportunities, and they can choose to spend a high proportion of time outdoors. They interact well with their friends and form good relationships with staff. Children have opportunities to develop their independence at the setting.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff know children well and ensure they provide care that meets individual children's varying needs.

The environment is safe and secure. The outdoor environment provides good, interesting opportunities for physical exercise, development, and relaxation. Indoors there is a wide range of activities, toys, and resources to stimulate and support children's learning, development, and curiosity.

People who run the setting are experienced, motivated and dedicated to delivering good quality childcare and positive learning experiences. They continually look for ways to improve their service. Required policies and records are in place. People who run the setting ensure staff are suitable to work with children. Parents and carers speak highly of the setting and the care their children receive.

## Well-being

Good

Children have a lot of choices about how they spend their time at the setting. They choose what to play with from the resources available to them and move freely between indoors and outdoors. Children are confident to talk to staff and express themselves. For example, we saw children approach staff to ask them for specific activities. Children's voice is strong at the setting.

Children are settled and content in the care of the setting. They form positive relationships with staff who know them well. For example, we saw children talking and laughing with staff whilst playing outside. Children are familiar with the routines and expectations, and this adds to their sense of belonging. For example, when it was time for lunch, children went readily to wash their hands and fetch their lunch bags.

Children continue existing friendships and make new ones at the setting as they meet children from other age groups, classes and schools. Children of varying ages and needs play happily alongside each other and together. They respect each other and demonstrate kindness. For example, we saw children of varying abilities cooperate in a game with footballs which allowed all children opportunities to score goals. They happily wait their turn for resources, toys, and to use facilities at the setting. Children sit calmly at the table at lunch time and respond quickly and quietly when it is circle time. They treat staff and resources with respect.

Children are enthusiastic and interested in their play and learning. They thoroughly enjoy the opportunities for child led free play both on their own and in groups. For example, we saw children individually smiling with pleasure as they used scooters in the large outdoor area, and a group of children exclaim in delight as they worked together to build a 'dinosaur zoo' out of building blocks.

Children have good opportunities to develop their independence skills. Children can access the toilet independently, wash their hands and are responsible for their packed lunches and snacks. They organise their own time at the setting and therefore develop their skills at finding equipment, asking staff for help, putting on the safety helmets for scooting and bikes, as well as making new friendships. Children have good opportunities to develop physically using the outdoor facilities. They enjoy learning new games and trying out crafts and activities with the staff and their friends.

## Care and Development

Good

Staff have a good understanding of their roles and responsibility to keep children safe. They have a clear understanding of safeguarding issues, the signs and symptoms of abuse, and their own duty to report any concerns. However, the safeguarding policy needs updating to include how the “My concern” app is used. Staff encourage health and hygiene at the setting. For example, they ensure children wash their hands before eating and ensure they wear helmets when scooting or cycling. Staff carry out regular fire drills and discuss fire procedures daily during circle time ensuring children know what to do in an emergency. There are appropriate systems in place to record accidents, incidents, and pre-existing injuries. Staff accurately record arrival and departure times in the daily registers of children’s attendance. Staff ensure all children have access to the outdoor play areas as much as possible during their time at the setting. This offers children the benefits of physical exercise and fresh air.

Staff are consistently warm, patient and kind in their interactions with the children. Their responsive, nurturing approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. Staff are experienced and have a good understanding of children’s development, varying needs and how these can impact on behaviour. They are observant about when children need support with their interactions and intervene appropriately. Staff are good role models and use plenty of praise and encouragement. They consistently implement positive behaviour management strategies. For example, they operate an incentive system using ‘tickets’ to reward children’s efforts with tidying up. Staff sit with children during lunch time to encourage positive interactions and a social mealtime experience for children.

Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit each child. Children with additional learning needs are well supported. However, information regarding changes in children’s needs and their individual behaviour strategies and plans is not always available in children’s records. Staff naturally extend the play and learning of children through chatting to them about what they are doing.

## Environment

**Good**

The environment is safe and secure. The entrance is locked, and staff ensure only authorised entry to the setting and maintain a visitors' log. The large outdoor play area is securely fenced. Routine maintenance checks for the building are undertaken. There are effective risk assessments in place for the areas used by the setting. Staff complete daily safety checks of the environment and are alert to any emerging risks.

The environment is suitable, welcoming and child friendly. Indoors, children have use of a large hall. This main room is divided into sections providing different areas for children to use. For example, there are tables for drawing and craft, various areas for toys, a relaxing area to watch a film, and a games table allowing children to make decisions about where they play. Children can access two toilets in this area independently, however, need to ask a staff member to access the other toilets used by the setting in the school nursery building. Some areas of the hall including the small kitchen area are outdated and worn, but at the time of inspection plans to improve these facilities were in progress. Outdoors, children have access to a large, attractive, and interesting play area. This offers ample space for exercise, opportunities to take risks and overcome physical challenges as well as outdoor space for children to relax in. The setting also has access to 'the barn', an indoor sports hall and the grass beyond it. Staff use these additional facilities through the day at their discretion, always ensuring children are fully supervised if using them.

Resources and structures in the outdoor area are of good quality. There is a large selection of toys and resources indoors ensuring all children can find things to interest them. Resources are clean, safe and appropriate for the various age groups that attend the setting.

## **Leadership and Management**

**Good**

People who run the setting are well qualified, experienced, and passionate about the care they offer. They place a high priority on providing children with a variety of needs with positive child led play and learning experiences. There is a clear and up to date statement of purpose enabling parents and carers to decide if the setting is right for their child. There are clear policies and procedures in place which are regularly reviewed.

People who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from parents and children and produce a Quality of Care report annually. This is a meaningful process that seeks to drive improvement at the setting. People who run the setting are also pro-active in seeking out grant funding to improve the facilities.

There is a strong staff team who are committed to the vision and ethos of the setting. Staff files are up to date and leaders undertake all relevant checks to ensure staff are suitable to work with children. Staff are well qualified and have up to date mandatory training.

People who run the setting and staff have established positive relationships with parents and carers who spoke highly of the setting and the care their children receive. They told us how well the setting communicates and supports them. Many of the parents and carers we spoke to describe the opportunities the setting provides for children to improve their friendships and confidence. People who run the setting have established very positive partnerships with outside agencies.

### 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
28 (2) (b) [i]	Staff files were incomplete and lacked proof of identity and employment history for some staff members.	Achieved

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
25 (c)	The RI had not risk assessed all areas of the service accessed by children including the outside climbing frame and play areas and use of snooker table by younger children	Achieved

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)
Standard 20 - Child protection	Update Safeguarding Policy to include the usage of "My concern"app
Standard 5 - Records	Ensure children's records are regularly updated.

Ratings	What the ratings mean
<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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