



## Inspection Report

**Cynfran Out of School Childcare**

**Ysgol Cynfran  
Dolwen Road  
Llysfaen  
LL29 8SS**



**Date Inspection Completed**

20/06/2024

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## About Cynfran Out of School Childcare

Type of care provided	Children's Day Care Out of School Care
Registered Person	Annie Sweetman Owen Rogers
Registered places	64
Language of the service	Both
Previous Care Inspectorate Wales inspection	5 February 2018
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.

<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 are busy learners who enjoy making choices about what they want to do. They play together well and make up games around the garden. Interactions between children and those caring for them are good. Children are interested and happy in their activities. Their opinions and interests are valued and acted on. They have good levels of confidence and learn through a range of interesting and effective experiences, especially outdoors.

Staff focus well on the interests of the child, their individual needs and development. They ask questions which promote discussion and opportunities for thinking skills. Staff are led by children's choices and decisions and nurture the children's play effectively. Staff interact positively, demonstrating genuine interest, warmth and kindness.

Attractively organised areas are set out indoors and outside and children can move between different and exciting spaces. The environment is calm and relaxing, light, bright and well maintained throughout. The garden is well equipped with appropriate natural resources for children to enjoy and take risks.

Although new to role, leaders have good leadership and management systems and have established a team of staff who work together well. They support each other in providing effective play and care for the children. They have built positive partnerships with parents and close working relationships with the school which helps to support and benefit the children and their families.

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

Children are active, busy and enjoy making choices. They speak and express themselves well and know their wants and needs are listened to. They come and tell us their names, ask ours and show us their skills. Even the youngest children choose toys and activities confidently. Children chat and their enjoyment is highly evident when they decide to climb a tree.

Children are familiar with the routines, and this gives them a sense of security. They settle extremely quickly coming over from school and approach staff with ease for a cuddle or to proudly tell them what they have been doing in school. Children have formed friendships and interact positively. They help one another to tidy up their resources towards the end of the session and they show respect for equipment. Children co-operate and listen to instructions well.

Children are developing their learning highly effectively and enjoy using their senses in the garden. They excitedly show us their muddy hands after playing in the mud kitchen and relish the look on our faces. They have fun playing together and their enjoyment is evident as they laugh during their play, knowing that staff will join in. They concentrate well and develop their own ideas and games. Children follow their own interests, for example, a few children enjoyed climbing whilst others played ball games.

Children are developing their independence well. They do things for themselves with positive encouragement from staff. Many take great interest and show confidence and excitement when friends arrive at the setting or when going home. They often go to the gate with staff to chat with parents. Children have an exceptional choice of food for snack. They hang coats and bags in the entrance hall which gives them a sense of belonging.

**Care and Development****Good**

Staff understand their roles and responsibilities to keep children safe and healthy. They have a good understanding of safeguarding procedures and implement the policies effectively. First aid and safeguarding training is current and staff complete accident and incident records, keeping parents informed. Staff promote healthy practices and ensure children have plenty of opportunities to play outdoors in the garden. Staff conduct fire drills to make sure children and staff know what to do if they must leave the premises in the event of an emergency.

Staff provide appropriate care and support. For example, providing an opportunity for a child to sit next to them and chat on a picnic bench when they did not want to join their friends playing just yet. They nurture the children's play effectively. Although they have an idea of what the children are going to do, they allow children to self-direct their play, simply suggesting, showing approval and letting the children decide what to create and how to do it. Staff interact positively demonstrating warmth and kindness. They ask questions about what the children are doing which promotes discussion, and further opportunities for learning.

Staff focus well on the interests of the child, their individual needs and development. They know the children well and encourage them to learn and invite them to ask and answer lots of questions to develop their curiosity and thinking skills. Staff supervise children well during their activities and when children do not want to join in, they suggest alternatives. Staff join in games when invited, such as going into the forest school amid much excitement and laughter. Staff frequently praise children for doing well and being kind and thoughtful, which made the children smile and feel happy. Staff use Welsh with the children.

Leaders provide a safe, clean and interesting environment where children can play and learn effectively. Risk assessments are completed, and leaders make sure everyone understands their responsibilities in relation to the safety and welfare of children. Good cleaning routines and hygiene practices ensure children are kept safe.

The building is set next to the school and provides an oasis for the children to play and develop their independence well. The setting is clean, fresh and organised. Areas are set out both inside and out and children move freely extending their play. Access to outdoor play is effective as there are doors leading out from the room and children can decide whether to play indoors or outside. There are suitable facilities including toilets and space for the children's belongings. The environment is light, bright, and well maintained throughout. Storage is good with low level shelving to allow the children to be independent. The result is a calm environment with happy, busy children. Furniture such as picnic tables and slices of tree trunk of different sizes in the forest school, enable children to be at different levels and enjoy playing and sitting where they feel most comfortable with their friends.

Leaders provide children with an outstanding outdoor environment. Although the garden is small it has been made into different areas using natural materials and many recycled items. It is an exciting place to play. Resources are natural, interesting, such as water pipes, bug hotels, a mud kitchen and space to plant and grow things which stimulate children's imagination and encourage them to care for wildlife that visit the garden. Areas to create dens enhances children's curiosity and play experiences highly effectively and provides good opportunities for physical play and developing balancing skills. Resources such as toys and games raise children's awareness of the world around them.

Leaders have written a statement of purpose, which provides parents with the required information about what the setting offers and parents can decide whether it meets theirs and their child's needs. A full range of policies and procedures are being updated to ensure these are current and effectively reflect the practice of the service.

There is an effective system to evaluate the setting and care provided. Leaders collect parental views and children's feedback as part of the evaluation of the setting. They consider ideas and make plans for changes and improvements that benefit the children well. Leaders utilise and work to their strengths consistently, which effectively ensures the setting moves forward. Leaders are keen to move the setting forward and we have written confirmation leaders have addressed all the recommendations from the inspection. This shows they are proactive in wanting to provide the best possible care for the children.

Leaders have established a strong leadership where roles and responsibilities are clearly defined. This has resulted in a team of staff who work together well and support each other in providing effective care for the children. Staff are happy and feel they are well supported. Staff supervisions and appraisals, allow them to share information and identify potential training. The recruitment procedure ensures all required information is available to evidence the suitability of staff to care for children and as some staff also work in school their documentation is stored in school.

Leaders have effective partnerships with parents. They keep them well informed of their child's time at the setting and what they have enjoyed. There is plenty of time to chat in a relaxing environment showing keen interest in the lives of the children outside the setting. Close working relationships with the school and sharing outdoor resources helps to support both the setting and the children and their families.



### 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
30	Regulation 30 - The service is required to keep registers which are in accordance with Schedule 3 (6) 'A daily record of the names of the relevant children, their hours of attendance and the names of the persons who looked after them.' The registered person is required to provide CIW with evidence that attendance registers are now in place, in use and also include a record of the names of staff caring for children and their hours of contact with the children.	Achieved
30	The registered person is non-compliant with Regulation 30 schedule 3(3) and (4). This regulation requires 'The name, home address, date of birth and sex of each relevant child' and 'for each relevant child, the name, address and telephone number of a parent.' to be kept. The registered person must provide CIW with a written statement that this Regulation has been addressed and compliance has now been met. This will be further tested during future inspections.	Achieved
29	Regulation 29 (3)(a) requires the Registered Persons to ensure that all employees receive appropriate supervision. The registered person must provide CIW with a timetable to demonstrate how regular staff supervisions will be ensured. This will be considered further during future inspections.	Achieved
15 (1) (a)	The Statement of Purpose – this will require revising to include all the information in 1.2 of the National Minimum Standards (NMS) The registered person is required to revised the Statements of Purpose for the service and forward a copy of it to CIW for approval.	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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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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