



Childcare Inspection Report on

Camau Cyntaf I Ddysgu Rainbow Room

**The Rainbow Room
Dai Davies Centre
High Street, Cymmer
Porth
CF39 9EU**



Date Inspection Completed

15 January 2020

Welsh Government © Crown copyright 2020.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk You must reproduce our material accurately and not use it in a misleading context.

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

Description of the service

Camau Cyntaf i Ddysgu Rainbow Room is registered with Care Inspectorate Wales (CIW) to provide care for up to 25 children aged 2-3 years and offers two sessions per day, one in the morning and another in the afternoon Monday to Friday during term time only. This is a mixed economy playgroup, offering Flying Start to eligible children; parents can also pay for the playgroup. It also offers a wraparound service from the local feeder school. The playgroup is situated within the local community centre and benefits from a well-designed, safe outdoor play area. A Responsible Individual (RI) and a Person in Charge (PiC) have been appointed to run the service on a day-to-day basis. It is a bilingual service.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

1. Overall assessment

Children have excellent outcomes in terms of their well-being, learning and curiosity. They are thriving and developing in a service that provides them with an extensive range of innovative and inspirational learning and play opportunities. Practitioners are very effective in supporting children's individual needs and attentive in identifying specific learning requirements. The environment is very welcoming, spacious and well designed with an extensive range of natural resources and equipment to inspire children's' learning and support their development. There are strong security systems in place to maintain a safe environment for children. There are excellent partnerships with parents, other professionals, agencies and the wider community.

2. Improvements

Recent improvements include the installation of sliding patio doors to the secure garden, Astro Turf and a canopy, which ensures all year round use.

The service has embedded 'The Curiosity Approach' into practice; this innovative practice allows children to learn through first hand experiential activities where they can practice and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions through engagement with their natural environment and real objects making them curious learners. The service is about to submit their portfolio of evidence in order to become a fully accredited service under 'The Curiosity Approach' umbrella.

3. Requirements and recommendations

No recommendations were made from this inspection.

1. Well-being

Excellent

Summary

Children are very happy, settled and thoroughly enjoy their time at the service. They feel extremely confident to express their wishes and are able to make choices and follow their interests as they wish. Children have formed positive relationships with staff and their peers. They enjoy the extensive range of opportunities available to them and are inquisitive and curious learners. Children have many opportunities to develop their levels of independence.

Our findings

Children were able to make continuous choices about their play and exploration and feel listened to by practitioners. They were able to move freely between play areas as they wished and all communication was valued and responded to promptly. Children were extremely confident and they knew their preferences would be met. For example, when one child did not want to join in during registration their wishes were respected and practitioners and the other children continued to say '*bore da*' to them from where they were sitting which made them feel valued and welcomed. Children were very confident to ask for the things they wanted, for example, one child asked a practitioner if they would read a story to them. Both went to a quiet area, and the child sat on the carpet with the practitioner so they could read the book together and use the figures and objects in the area in order to immerse themselves in the story.

Children are forming friendships with each other and learning to take turns and share. They have formed positive relationships with their peers and are happy to share resources and take turns. For example, children enjoyed making tracks and towers in the construction area with blocks of wood, tree trunks and sticks and then hid the dinosaur figures for each other to find. Other children set up a tea party in the home corner, getting the china cups and saucers out of the cabinet and setting the table with the milk and sugar and seating dolls to enjoy the party. They happily took turns using the teapots and milk jugs and were very respectful and careful with the china. Other children happily shared natural objects to make marks in the shaving foam and used jugs and saucepans in the water trough. There was free flow play to the outdoor area and children ran to get their coats when they wished to go outside. During the inspection there was a hailstorm and children laughed and giggled as they tried to catch the hailstones in the variety of jugs, pots and pans used outdoors.

Children are extremely settled, content and most cope well with separation from their parents. They were familiar with the extensive range of play opportunities activities available and the daily routine and had formed bonds of affection with practitioners. For example, children responded well to familiar songs when it was time to put objects back where they belonged and chatted about their home lives during circle time. Children knew they could approach practitioners when they needed help and were confident of being listened to. For example, they approached staff for cuddles and reassurance when they needed it and help with selecting objects when they were experimenting in the construction area.

Children are highly motivated and engaged in their play and learning. They were interested and enthused by the wide range of opportunities available to them, asked questions and were eager to show their friends what they were doing. For example, a small group of children enjoyed playing imaginatively in the water play. They were completely engrossed in pouring the water into the different containers and listening to the different noises. Another group of children were captivated by wetting stones and pebbles and then watching them change colour when the PiC dried them with a hairdryer. This also stimulated conversation about electrical safety and water. They were curious about how the stones changed colour and there was lots of laughter and questions as they enjoyed the sensory exploration. Other children enjoyed experimenting with different objects using sand in the coracle.

Children have extensive opportunities to follow their own interests and learn to be independent; they lead and direct their own play. Children were encouraged to put objects back where they belonged prior to lunch and snack time and were encouraged to clear their food waste into the bin for composting when they had finished eating. Each child served their own snack using spoons and tongs, cut their own fruit and poured their own drinks into their glasses from a jug.

2. Care and Development

Excellent

Summary

Practitioners are fully aware of their responsibilities and implement the service's policies and procedures very effectively. They have extremely positive relationships with the children in their care and use positive methods to promote good interactions. Practitioners are very aware of children's individual needs and provide an extensive variety of play and exploration opportunities to enable children to make good progress.

Our findings

Practitioners were aware of their duties to protect children and all had valid safeguarding certificates and undertaken training on their responsibilities under the 'Prevent Strategy' which aims to spot early signs of radicalisation in children. Practitioners we spoke with were able to describe the correct procedures to follow should they have any concerns about a child. They had current paediatric first aid qualifications, meaning they were well prepared to deal with emergencies and minor injuries. Any accidents, which did occur, were recorded appropriately and signed by parents. Records demonstrated that fire drills were practiced regularly during the year. Practitioners promoted healthy lifestyles by encouraging children to try different types of healthy foods such as natural yoghurt, different fruits and breadsticks at snack time. Children attending for the wraparound service were encouraged to bring in fruit and nutritious packed lunches. Practitioners organised plenty of opportunities for physical activity both outdoors and indoors and we saw them encourage children in a 'Cosmic Yoga' session and also music and movement to 'We're going on a bear hunt' and a Busy Feet session.

Practitioners promoted good hygiene, encouraging and supporting children to wash their hands as required and by following appropriate procedures when changing children's nappies and when handling food to minimise the risk of cross infection. All children cleaned their teeth prior to snack time. Staff spoke to children with warmth and affection. They encouraged positive interactions using distraction techniques as needed and gently explaining to children when their behaviour was not appropriate. For example, when two children began to argue over the same chair during circle time, a practitioner clearly explained to a child when their behaviour was not appropriate. This was done very calmly, which ensured the child knew exactly what was expected. The children quickly apologised to each other and settled to sit next to each other ready for the story

Lots of praise was given throughout the day for helping at snack time, sharing and trying new things. Good manners were also encouraged with a few gentle prompts and praise given when children said '*please*' or '*thank you*'.

Staff provided care in a relaxed manner and knew the children well. They were aware of each child's needs and measures put in place to develop their individual skills. For example, one member of staff helped a child develop their numerical skills by sitting, counting and sorting sticks into piles. Linguistic skills were developed through questioning, circle time and

individual sessions in different activity areas. As the focus of the 'Curiosity Approach' is for children to learn and develop through play, experimenting and exploration there was less of a focus on planned activities and practitioners encouraged children to define and direct their own play. When one child dropped an ornament that broke and started to become upset a practitioner was very calm and reassured them, this was followed by a discussion about what they should do with the broken parts and the consequence of perhaps cutting themselves if they did not clear it up. Although play was mostly self-directed children were aware of the routine of the setting and helped to put things back where they belonged before snack and circle time. The abundance of small parts and real and interesting objects encouraged exploration and curiosity but also developed fine motor, literacy and numeracy skills. Practitioners asked questions about what children were doing to enable them to develop their understanding and introduce them to new vocabulary. A learning journal created for each child with samples of work, photographs and observation notes tracking each child's progress and stage of development was shared with parents especially during the play and stay sessions that took place every week.

3. Environment

Excellent

Summary

The service has dedicated internal and outdoor areas based within the local community centre. The environment is very well designed, welcoming and child friendly, offering excellent spaces for play, exploration and learning. As the service operates through the 'Curiosity Approach', the environment focuses on natural and real objects; colours are neutral and calming and provide opportunities for developmentally appropriate play. There are very effective systems in place to ensure that the environment is safe and suitable for children. Risks are managed appropriately and eliminated where possible.

Our findings

Leaders ensure the premises are secure and children are safe. We were asked to sign the visitor's book on arrival and asked for our identification. A daily register of staff and children ensured all people were accounted for in the event of an emergency. The doors to the playroom were key coded preventing unauthorised persons from gaining access and ensuring the safety of children. Leaders identified hazards within the premises and these were included in written risk assessments showing how risk was managed and where possible eliminated. Risk assessments were reviewed and updated regularly.

Leaders ensure the indoor and outdoor environments are welcoming and friendly. The playroom was welcoming, calm with neutral colours and an abundance of natural objects. The walls were neutral and some samples of the children's work displayed however overall the feeling was one of a natural environment with a lack of emphasis on bright colours. Furniture and resources were all suitable for the needs of the children. In the home corner, there were tables and chairs, standard lamps, bookcases, play kitchens and real cups saucers, teapots etc. Tables and chairs were at the right height and steps and seats were available to enable children to use the toilet and practice self-help skills independently. Leaders provided children with objects and natural resources to peak their curiosity and exploration skills, which were suited to the children's ages and stages of development. These included hammers, nails, and other objects considered 'risky' to small children. We found practitioners supported children to use these objects safely and talked to them explaining the consequences of incorrect use. Parents and carers had given their consents for children to participate in this sort of play and learning. All resources were in low-level storage or laid out ready for children to access independently in different areas, which would peak their interest and curiosity. Leaders told us how they had recently had the sliding doors, astro turf and canopy installed which meant that play, was free flow and offered children a greater variety of sensory activities. The outdoor area followed the same principles of natural objects and curiosity and offered plenty of opportunities for exploration and play to develop children's imagination, including a mud kitchen, water and sand play and planting areas.

4. Leadership and Management

Excellent

Summary

Leaders run a highly effective service with comprehensive systems in place to ensure that it operates in line with regulations and national minimum standards. Very effective partnerships with professionals and other agencies are in place. There are robust systems in place to ensure that the service is monitored regularly to plan for improvements. Effective procedures are in place to gather feedback and review the quality of the service so leaders can plan improvements and ensure the service is continually developing. Good partnerships with parents and the local schools improve outcomes for children and ensure their needs are met effectively.

Our findings

Leaders ensure staff are aware of their responsibilities and share their vision for the service with them effectively. Comprehensive policies and procedures are in place, reviewed regularly and implemented by staff in their daily practice. All practitioners are engaged and enthused by the way in which play and learning is now delivered and come up with new ideas to incorporate into the service. For example, practitioners discussed with us how they have seen huge changes in the ways in which children behave, explore and develop their skills through the 'Curiosity Approach'. They told us how it has developed their own practice and resulted in more enjoyment of their roles.

The statement of purpose contained all the required information meaning parents were able to make an informed decision about whether the service could meet their and their child's needs. The service operates bilingually and meets people's Welsh language requirements. Leaders seek feedback from staff, children and parents in order to improve their service.

They had performed a review of the quality of the service by gathering feedback from all people who used the service. Parents and staff were asked to complete questionnaires annually to formally record their views about the service. Leaders had written a report and formed an action plan in order to implement changes and improve practice based on the feedback received, and any other areas they had identified for improvement.

Staff files were comprehensive and contained all the required information, showing safe recruitment procedures were in place. We saw evidence on the staff files that annual appraisals and regular supervision had taken place. All of the staff members we spoke with stated they were able to approach the PiC at any time to discuss any issues or training needs, showing that relationships between leaders and staff was positive.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had positive relationships with parents and communicated with them daily. The parents' handbook contained information to ensure parents understood the services, the ethos of learning and play and facilities provided so they were aware of what the service offered, before their child

began attending. Parents were kept informed at the end of each session and photographs and reminders were shared regularly through a dedicated social media page for parents. *'Stay and play'* sessions took place every Wednesday and one parent said in a questionnaire *'I love attending stay and play with my child, it allows me to see what they get up to and join in with their play'*. Positive relationships had also been formed with the school; leaders had arranged for the local nursery teacher and teaching assistant to attend once a week for six weeks as part of the transition to school. Regular meeting and updates also took place with the Health Visitor every 6 -8 weeks. Other professionals involved in the setting included the *'Design to Smile'* team and Speech and Language professionals.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

We made no recommendations from this inspection.

6. How we undertook this inspection

This was a full inspection conducted as part of our normal schedule of inspections. The inspection process involved one inspector visiting the service for approximately five and a half hours. The methodology used to gather information for the report included:

- speaking to the leaders, practitioners and children;
- observation of practice and practitioners engagement with children;
- a visual inspection of the premises;
- examination of service documents and records including children's development records and health and safety files and policies;
- examination of information held by CIW and
- verbal feedback at the end of the inspection process to the PiC and telephone feedback to the organisation following the inspection.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Angela Vining
Person in charge	Christine Walker
Registered maximum number of places	25
Age range of children	2-3 years
Opening hours	8am -11.30am and 12.15pm-2.45pm Monday to Friday Term Time only
Operating Language of the service	English and Welsh
Date of previous Care Inspectorate Wales inspection	28 September 2016
Dates of this inspection visit(s)	15 January 2020
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a bilingual service that provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use the service.
Additional Information:	

Date Published 16/03/2020