



## Inspection Report

**Wyncliffe Childcare**

**Ysgol Penrhyn Dewi Va  
Campus Aidan  
Solva  
SA62 6TS**



**Date Inspection Completed**

11/12/2024

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## About Wynccliffe Childcare

Type of care provided	Children's Day Care Full Day Care
Registered Person	Teresa James
Registered places	19
Language of the service	Both
Previous Care Inspectorate Wales inspection	19 September 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

<u><b>Well-being</b></u>	<b>Excellent</b>
<u><b>Care and Development</b></u>	<b>Excellent</b>
<u><b>Environment</b></u>	<b>Excellent</b>
<u><b>Leadership and Management</b></u>	<b>Excellent</b>

For further information on ratings, please see the end of this report

### **Summary**

Children thoroughly enjoy attending the setting. They feel very safe and secure in the care of staff. Children have lots of fun playing with their friends and staff and have a wealth of choice and opportunities to develop different skills. They show purpose, curiosity and high levels of engagement. Children have excellent opportunities to develop their independence.

Staff are professional and provide a warm and nurturing child-centred setting. They are enthusiastic about their roles, reflecting purposefully on children's progress and recent training experiences. They implement the setting's policies and procedures effectively. Staff are extremely patient, kind and caring towards each other and the children. They support children's learning and development through a wide range of planned and spontaneous activities led by the children's interests and developmental needs. Staff keep highly valuable records of children's progress.

The environment is very clean, welcoming and well organised so that children can access resources independently. The indoor playrooms provide interesting areas in which children can play. Children have access to an excellently equipped and spacious outdoor area. Staff keep children safe by completing daily safety checks of the environment and responding quickly to any identified hazards.

Leaders have an excellent vision and sense of purpose which sustains improvements and promotes excellent outcomes for children. They are highly motivated and ensure robust policies, procedures, and records are in place. Leaders provide valuable support to staff. Leaders have worked positively with Care Inspectorate Wales (CIW), throughout the course of the inspection.

## Well-being

Excellent

Children have many choices and opportunities to make decisions about how they spend their time at the setting. Children of all ages and stages of development express themselves effectively. For example, telling us what their favourite things to play with outside are. They know staff listen to their needs and wants and show an interest in their play. Children's voices are strong at the setting. They are given the opportunity to share how they are feeling at the start of the session and actively choose which stories they would like to listen to at story time.

Children are very happy, settled, confident and enjoy attending the setting. We saw children smile and heard them laugh throughout the day. Children were excited when discussing a forthcoming concert and giggled as their friends' recounted stories about naughty elves. They develop warm and affectionate relationships with staff and clearly enjoy being in their company. We saw children and staff playing together as they made an obstacle course outside, obviously enjoying the fun and positive interactions. Children know the staff and daily routines very well, which helps them feel extremely settled and confident in their surroundings. Children receive plenty of encouragement and praise from staff when learning new skills, giving them the confidence to play and learn. They chat easily with staff, cheerfully inviting them to join in with their play. For example, children and staff zoomed around the track area on small bikes to the delight of those taking part and watching.

Children interact positively with their friends. They are learning to be kind and are becoming aware of each other's feelings. For example, one child helped their friend across an obstacle course and held their hand until the end. Children play very happily alongside each other or together in line with their age and stage of development. Interactions are consistently positive, and clear friendships have formed.

Children are curious and highly engaged in their play and learning. They show very good concentration skills and eagerly join in with activities on offer to them. For example, children were very engaged with a Nativity rehearsal, joining in with songs and actions and saying their lines when prompted. Younger children sat exceptionally well during the rehearsal and were keen to join in with the actions and singing too. Children also thoroughly enjoyed themselves as they took part in energetic outside play.

Children develop an excellent range of skills as they play. They have exceptional opportunities to develop their independence skills. We saw children serving themselves and pouring their own drinks at snack time. Some children are able to put their coats on to go outside and play, with minimal encouragement from staff. Children are encouraged to develop their problem-solving skills and resilience. For example, they help to get the table ready for snack time, wiping it down. They check to see if the numbers of chairs match the number of plates and quietly get more chairs when they realise that more are needed. Staff remain near enough to support and intervene where needed but encourage children to work things out for themselves.

## Care and Development

Excellent

Staff implement procedures to a very high standard to keep children safe and promote their development and well-being. They have a clear understanding of the safeguarding procedures and their responsibilities to keep children safe and report any concerns. Staff have sound knowledge of children's allergies, dietary requirements, and medical needs. They are confident in recording accidents, incidents and existing injuries. Staff offer healthy food and drinks and encourage children to wash their hands independently before their food is served. Staff sit with the children at snack time making this a sociable experience and providing a language rich environment. Staff follow very good hygiene procedures wiping tables prior to snack time and ensuring that infection control standards are followed during nappy changing. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air.

Staff are kind and caring towards the children. They are very responsive and nurturing, which means children approach them with ease. Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies. We heard staff consistently praise children for perseverance and positive behaviour. For example, during rehearsals, staff are very supportive and praise all the efforts of the children, genuinely delighting in their endeavours. Staff use praise and positive reinforcement to excellent effect, raising children's self-esteem and confidence to high levels as a result. Staff always act as excellent role models gently reminding children about good manners and praising such behaviour. For example, when children say, '*excuse me*', they are warmly praised and told that their manners are '*fantastic*'. Children look very proud as a result. Staff have excellent relationships and communicate very well with each other. This ensures children are appropriately supervised and supported throughout the day.

Staff are committed to providing an excellent range of play and learning activities with an appropriate balance of child and adult-led opportunities. Staff play alongside children looking for opportunities to extend learning and discussion. For example, children are supported in making an obstacle course during outside play and challenged to consider how further equipment such as a rugby ball can be incorporated into their course. Staff carefully observe children as they interact with activities, offering timely support to enable children to engage. For example, a helping hand was offered to children who required some support in balancing. Staff have a good understanding of acceptable risk, stepping back to allow children to challenge themselves. Staff engage well with children during activities, naturally promoting their learning as they play. During story time for instance, older children listen intently to a story in Welsh and are encouraged to join in, counting to ten in both Welsh and English. Staff consistently observe children's play and learning to track their progress and have a very good understanding of the role this plays in identifying the next steps in children's learning and development. Staff thoroughly hand over information between rooms ensuring transitions are smooth and effective. Systems are in place to monitor and identify any emerging or additional learning needs children may have. Staff take purposeful action and make effective use of the support available. They reflect

professionally on recent additional needs training and the progress made by children, providing detailed observations, tracking and identification of next steps.

## Environment

**Excellent**

The premises are safe and very well maintained. The entrance is secure, and all visitors sign in and out of the setting. Fire drills are practised frequently to ensure that staff and children can evacuate the building in the event of an emergency. Effective, comprehensive risk assessments are in place for the premises and activities carried out. Risk assessments and potential risks are attended to quickly. For example, action had been immediately taken to evaluate and address any damage due to a very recent storm. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to their safety. The indoor and outdoor environments are secure and provide a valuable space for children to play and learn.

The environment is extremely welcoming and very child friendly. The main playroom has been divided into several areas to promote play and engagement. For example, a well-stocked home corner, a craft area and a reading area with seasonal books on display. Children's work is displayed further strengthening their connection to the space. Children were able to recall trips and proudly point out work they had completed when looking at the displays. The two playrooms are very well organised to promote all areas of children's play and learning in line with their age and stage of development. A wide range of appropriate resources, including real life, multicultural and diverse items promote children's awareness of cultural diversity and the world around them. Resources are provided in line with children's interests, are age appropriate and well maintained. The outdoor area has recently been updated and is a real strength of the service. The improvements impact positively on children's play and development. A covered area provides shelter for children to play outside in most weathers and a spacious playground provides ample room for children to develop their physical skills. We saw children running, jumping, riding bikes proficiently, climbing, balancing and generally having lots of fun in the outside space. Resources in the outdoor area are of excellent quality and promote children's curiosity and exploration. These include construction toys, mark making equipment, sand play and a mud kitchen. Loose parts, such as crates, wooden planks and tyres enable children to problem solve and make an obstacle course with help from staff.

The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of all children within the setting. Children can easily access toys and books which are of interest to them. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and well maintained.



## Leadership and Management

Excellent

Leadership and management of the setting is excellent. Management is visible, hands on and the whole team work together and communicate exceptionally well. A positive team ethos is evident. They have a clear vision for the future of the setting and are always looking to improve on already excellent practice. For example, further improvements are planned for the outside area. The statement of purpose is clear and accurately reflects the service provided to children and their families. There are in-depth, comprehensive policies in place, which are regularly reviewed.

Leaders ensure that documentation is well organised and easily accessible. Staff files are thorough and all relevant safety checks are completed to ensure all staff are suitable to work with children. All staff receive regular supervisions and annual appraisals. There is a robust and reflective quality of care report in place which helps plan for future improvements. This report considers the views of children, staff and parents.

Leaders have a clear system in place to easily identify that staff's Disclosure and Barring Service (DBS) checks are current. Staff have up to date mandatory training such as first aid, safeguarding and food hygiene. There are systems in place to identify additional training should staff require it. There are enough qualified and experienced staff to ensure children are well cared for at all times. Staff we spoke with told us that they enjoyed working at the setting and that they felt supported by leaders.

Leaders have developed excellent links with the local community taking children on trips which enrich their time at the setting and give a valuable understanding of their community and wider world. For example, children recently took part in the Festival of Trees and help to maintain, with the help of parents, an allotment. Excellent links have also been developed between staff and parents. Communication between the setting and parents is effective and parents are kept well informed of their children's progress. Feedback questionnaires, received as part of the inspection process, have been very positive. Parents tell us, *"The staff are always beyond helpful. The communication is always very good and daily feedback is always there;"* *"The outdoor play area is brilliant, and my child enjoys the trips to the allotment"* and *"She always has a smile on her face when I collect her and is excited to return the next day."* Leaders have worked positively with CIW throughout the course of the inspection.

Summary of Non-Compliance	
Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
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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)
	No NMS Recommendations were identified at this inspection

<b>Ratings</b>	<b>What the ratings mean</b>
<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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