



## Inspection Report

3 @ Cradoc

**Cradoc Junior School  
Cradoc  
Brecon  
LD3 9LR**



**Date Inspection Completed**

24/08/2022

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## About 3 @ Cradoc

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Powys County Council Child Care and Play Services
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 1 December 2017
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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**

This setting is child centred with a good emphasis on children directing their own play and learning. Children are settled and happy. They have opportunities to be independent and develop their skills through a range of play experiences. Children form close bonds with care staff and other children, making them feel safe and secure.

Staff are appropriately qualified. They have a good understanding of how to keep children safe and healthy. Care staff implement policies and procedures well. They plan some activities, and organise resources, which stimulate and capture children's imaginations.

The environment is clean, welcoming, and well organised. People who run this setting ensure the environment is well maintained and generally safe. A good variety of indoor and outdoor toys and resources are available for children.

Leadership and management of the setting is good. They update policies and procedures regularly and understand their responsibilities to protect children. Staff recruitments checks comply with regulations and suitable staff development opportunities are in place. Partnerships are good.

Most children make purposeful choices and move freely around the setting confidently. For example, they enjoy using the role-play resources in the home corner and exploring the outdoor areas. Some children express themselves clearly using words and phrases. Other children communicate their needs and preferences using non-verbal clues such as pointing to what they want. They express themselves confidently and feel they are listened to by practitioners. For example, they tell practitioners they want more water. Children who are not ready to sit in a group are able to move around freely and happily select alternative activities. Most children arrive eagerly at the setting and cope well as they separate from their parents and carers. Settling in routines for new children are flexible to allow children to settle at their own pace so that, they feel safe and content. Most children form close bonds with practitioners. For example, they receive gentle comfort and reassurance from practitioners to aid the children's settling in process or if they feel unsettled, hurt or upset. Children are aware that practitioners will respond effectively to their needs. Children feel a sense of belonging and pride as they receive praise for showing kindness to a friend or being an excellent helper at tidy up time.

Most children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement when playing with dressing dolls and putting them to bed in the role play area delight as they sing their newly learnt Christmas songs. Most children concentrate for an appropriate amount of time and respond positively to encouragement from practitioners. They listen to instructions well, for example when they join in with music and movement songs such as "Twinkle, Twinkle Christmas Star" and the "Christmas Pudding" song. Many children feel a sense of achievement and pride when they succeed in activities, such as when they complete a tall tower from construction blocks collaboratively.

Overall, most children develop their independence skills effectively. They complete self-registration on arrival and happily take responsibility for storing their belongings. They hang up their coats and know where to place their lunch bags. Nearly all children complete self-care tasks independently. For example, they wash their hands at appropriate times and get tissues to wipe their nose. Children help themselves to their own water bottles. They also help to tidy toys away at the end of the session.

Staff communicate with children in a friendly manner and create a calm and relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills.

Staff share a positive approach to managing children's behaviour and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour, for example, using distraction and communication. They praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

The setting has worked hard to improve procedures to support children with additional learning needs (ALN) and this is having a positive impact. For example, practitioners are aware of children's individual preferences and have collected favourite toys so that children can access them readily. This supports children's well-being and engagement successfully.

Staff communicate with children in a friendly manner and create a calm and relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during snack and lunch time, modelling good social and communication skills.

Staff implement the setting's policies and procedures effectively overall. They practise effective hygiene procedures consistently. For example, they wash their hands regularly and deal with intimate care, such as toileting, appropriately. Nappy changing procedures when required are in line with current infection control guidance. Practitioners are knowledgeable about their roles and responsibilities in relation to keeping children healthy. For example, they support and encourage children to get fresh air and provide healthy snack choices. Practitioners are aware of the procedure to follow in an emergency. They practice regular fire drills with the children to make sure that children know what to do if they must leave the premises in the event of an emergency and they record the outcome. Appropriate Incident and accident recording systems are in place and include sufficient detail and evidence of information sharing with the parents. However, staff must ensure that the accident reporting forms are signed and dated by parent /carers. First aid training is current and suitable for the ages of children cared for. The safeguarding policy meets requirements and contains information in relation to categories of abuse, allegation against staff members or registered person. Staff have recently completed online safeguarding training and practitioners demonstrated a sufficient understanding of the setting's safeguarding policy and procedures.

Staff are currently introducing and preparing to deliver the new Curriculum for Wales. They focus well on the interests of the child, their individual needs and development. Staff provide suitable and sensitive support for children who may have additional learning needs. They collaborate well to build the children's confidence and resilience. Staff provide interesting opportunities, which are led by the child's choices and decisions. Practitioners are currently in the process of devising a system to record observations of all children's learning and development effectively.

Staff provide children with varied and valuable opportunities to learn about the world around them. They go on nature walks and walks to the forest school. Children explore celebrations and festivals of a range of cultures successfully through using a range of resources, craft materials and stories.

## Environment

Good

People who run the service ensure that the indoor and outdoor environments are safe and secure. Effective risk assessments are in place, including daily checks of the environment as well as routine health and safety checks. However, the daily risk assessments are completed on wipe clean laminated sheets, and this does not provide a permanent record of the daily checks completed. During the inspection leaders amended this to using a hard copy sheet to record this information.

Visitors cannot access the setting unless admitted by a staff member and all visitors sign in upon arrival and out on departure. All required safety checks are completed within the required timescales, including fire and electrical tests. The premises are clean, and all practitioners practise effective hygiene procedures. They wipe down tables before serving food and wear appropriate protective clothing. The toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to promote children's privacy and dignity.

The premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development. The outdoor area is stimulating and easily accessible. People who run the service have arranged for children to have use of the school's Forest school area. This enhances provision to support children's physical development well.

People who run the service provide an extensive range of developmentally appropriate toys and resources that engage children well. All resources are clean and well-maintained. The setting incorporates natural and sustainable materials in children's play effectively. Leaders encourage active learning successfully, such as messy play, that encourages children to experiment and be imaginative. For example, children played with loose parts during sand play. A selection of resources stored at low level so children can access them and make choices independently. There are sufficient play materials to promote cultural awareness and diversity effectively. This ensures that children gain an appropriate understanding of the world they live in. Furniture and equipment are suitable and of good quality.



## Leadership and Management

Good

People who run the service have high expectations of themselves and ensure that they share these suitably with practitioners. They lead by example, and their care and support of children is of high-quality. They supervise and support other practitioners at the setting well, for example through regular meetings to discuss their needs. As a result, practitioners are generally aware of their responsibilities and work together successfully as a team to provide a caring and supportive environment in which children's well-being flourishes. Leaders set clear aims and objectives for the setting that are focused well on meeting children's needs. They focus thoughtfully on national initiatives, such as additional learning needs and curriculum reform. They work thoughtfully to try out and implement new practices, such as different ways to evaluate children's progress.

People who run the service prioritise the areas of the setting they wish to improve usefully. They take good account of national initiatives and recognise when they need support and training, such as with the development of their curriculum. Leaders ensure that all practitioners are involved in the evaluation of the setting. They consider the views of parents well. This allows them to identify appropriately many of the setting's strengths. Practitioners receive regular supervision sessions and annual appraisals which focus well on identifying strengths, targets and training needs.

The setting has robust recruitment processes. People who run the service ensure that staff have appropriate qualifications and that enough practitioners have appropriate first aid qualifications. They ensure that most policies and procedures are reviewed on a regular basis. This helps the setting to run smoothly.

People who run the service make good use of the grant funding the setting receives to support and improve children's learning and well-being. This includes a good range of outdoor play equipment to develop children's physical skills and explorative play, such as planning to install a water play and sensory wall to enhance and expand the outdoor play provision.

People who run the service have developed strong partnerships with parent and carers, and with local services. Parents receive a good range of up-to-date information through the setting's Facebook page, daily verbal updates and notice board. They consider that their children make strong progress and that practitioners care for their children's well-being highly effectively. A strong link with the local primary school helps children have a smooth transition to the next phase of their education as well as with the local community.

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

R1- Ensure that all accident reporting forms are dated and signed by parent /carers.

R2- Ensure that daily risk assessments are completed and recorded in hard copy form.

### 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
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<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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