



Ely and Caerau Integrated Children's Centre providing Daycare / Holiday Club /  
Nursery Wrap Around

## Quality of Care Report September 2024 - August 2025

The Ely and Caerau Children's Centre (ECCC) Daycare, Holiday Club and Wrap Around is situated within the Ely and Caerau Integrated Children's Centre and is part of the whole Centre integrated offer to children and families. The setting as a whole offers nursery education, daycare, wrap around care, holiday club, community groups and a range of integrated services. The Centre also provides both Flying Start funded places and the childcare offer funded places. The Centre is open 50 weeks a year 8am-6pm Monday to Fridays and on a Saturday Morning for a dads community group.

Daycare operates a baby room (babies aged 2 and under) and a toddler room (daycare 2) for children aged 2 to 4. Many of the three and four year olds in this room also access nursery education within the Centre in a separate space.

Holiday club operates for 5 of the 6 week summer holidays and all additional school holidays throughout the year.

Wrap around is offered for children who access the nursery education provision onsite and is open from 11:30-16:00 to support families whose children attend morning nursery.

This report is a summary of our evaluation processes across the three services outlined in our Statement of Purpose: Daycare, Holiday Club and Wrap Around.

### **1. People feel their voices are heard, they have choices about their care and support and opportunities are made available to them**

#### **What we do well and evidence**

#### **Methods of collecting views**

Throughout the year the team have provided a variety of opportunities for staff, parents and children to give their views of the setting as well as other professionals who work as partners and other agencies.

The information is usually gathered using the following methods:

- \* An open door policy enabling daily conversations when required
- \* Child observations within all areas of the Centre
- \* Discussions with the children throughout the day including small group work 'family time' with Key Workers and their children.
- \* Paper and digital questionnaires for children, parents/carers and staff/ other professionals .
- \* Surveys for visitors accessing the Centre.
- \* Open days for parents/carers
- \* Open days and Community events involving all partners within the Centre and the wider community.
- \* Robust transition methods between home, within the Centre and other settings ( Breakfast Club, Day Care, Nurseries, Wrap Around and Holiday Club).
- \* Opportunities for families to attend Community play sessions before they attend Day Care and wrap around .
- \* Informal conversations between staff, children, parents/carers and multi-agency staff.
- \* Opportunities to make suggestions/ask questions within the registration packs, initial visits and taster sessions.
- \* Regular discussions with the Estates Manager to ensure the Health and Safety of all users.
- \* Governor 'Learning Walks'.
- \* Weekly staff meetings within Teams and Senior Management.
- \* Monthly Senior Leadership Team meetings.
- \* Termly supervision for day Care staff.
- \* Termly meetings for Holiday Club staff.
- \* Termly liaison with Health Visitors.
- \* Yearly Performance Management for all staff.
- \* Annual Self Evaluation Report and Centre Improvement Plan.
- \* Multi-agency work including: The Inclusion team and Flying Start.
- \* Local organisations and charities such as Save the Children and Action for Caerau Ely (ACE)

\* External accreditations including Healthy Snack award, Flying Start and CIW Inspection reports.

The children, although very young are offered opportunities throughout the session to comment on the activities and give preferences and are also involved in creating new areas and play spaces within the setting. Their views are captured through mind mapping, photographs and videos (taken by children and staff) and through adults documenting their comments in written form, and through the communication app Seesaw. Staff also observe the children throughout the session and discuss the children's interests and responses to activities daily. These observations and discussions form part of the children's views and are then used to inform planning and next steps.

Our babies are observed very carefully and staff respond sensitively to the baby's prompts. Planning for the baby room follows the same format as in daycare 2 whereby staff sensitively observe the babies and plan following their interests and fascinations. Current work in the baby room includes a psychology led project on the 'voice of the baby'.

Annually (sometimes more frequently) the parents are given a questionnaire to complete in order for staff to collect views on various aspects of the service, adding to the daily comments and suggestions during open days.

## **Numbers**

The Children's Centre (including maintained nurseries, community groups and daycare) employs over 40 staff across the settings and 118 children attend one or more of the settings over the course of a week.

The breakdown of children attending Day Care, Wrap Around and Holiday Club is as follows:

The number of children registered to attend Day Care is 15 under 2's and 37 over 2's

Wrap Around is registered for 24

Children also attend drop in sessions in the Community Room with their parents / carers. There are on average 62 children per week attending community groups. The number of families who have attended group sessions in the last 12 months is 197.

### **Number of children accessing daycare as of September 2024**

Under 2's - 24

2 year olds - 40

3 year olds 36

4 year olds 18

Flying Start 27 children spread throughout the day

**Survey Numbers - most recent survey (Jan 2025)**

23 parents completed the survey

18 staff completed the survey

4 other professionals completed the survey

**The break down of staff across the Centre**

Baby room - 5

Day Care 2 - 12

Wrap Around- 4

Holiday Club - 8

The Centre also has two part time teachers, a deputy head teacher and 7 full time equivalent TA's

The number of staff involved in holiday club is 8 (including the Centre's teaching assistants and supply staff)

There are 8 members of the Centre's senior management team representing partners from Health, Flying Start, Early Years Inclusion Team and Early Help.

There are 11 members of the Governing Body.

**Summary of Responses**

## **Parent comments**

### **Positives regarding transition and settling in...**

since starting my daughter have thrived

Orlagh had some short sessions but loved them straight away and clicked really well with the staff

My child absolutely loves attending nursery and seeing his teachers, especially Amber.

The settling in period for Bowie was outstanding. As she joined later and had experienced other nurseries before, she was reluctant and confused at first. Karen, Amber and the team went above and beyond to make sure that Bowie felt settled and allowed me to come in on occasions and for us to do a very gradual process for her. Honestly couldn't be happier with how it was all handled. Thank you.

It was a very seamless transition for my child. We are always informed about what has been happening in wrap around. Great interaction and feedback. Nothing is ever too much for the staff. All staff are extremely friendly and caring. My child absolutely loves wrap around and it relieved a lot of stress from myself having this option given to us as daycare was full. Extremely grateful for everything the staff do for the children.

Jane and Tracey were amazing and really reassuring during the settling in period, he was so upset when he first started and we called up to check on him but they made sure all of us were comfortable and confident. Really appreciate them and the rest of the staff in the baby room.

The staff are all lovely and helped settle our little one in really well and she absolutely loves going and looks forward to nursery every day! Can't fault the staff, although sometimes feedback at pick up is a bit vague but I appreciate it can be busy at pick up times. Overall we are very happy!

### **Areas for improvement from parent comments - direct quotes:**

parent and child day at school

More photos on seesaw for us parents to see what they are up to

Mixture of days across the week

Stuff in school holiday periods

Christmas / Easter events etc

I work Monday - Thursday but can do sessions on a Friday

**Please suggest any ways you feel we could improve our involvement with parents:**

More frequent updates on day care days via app. More pictures or paintings sent home.

More requests for resources.

Family engagement days

Stay and play sessions.

I'd love for there to be more updates on seesaw as it's rare that I do any pick ups because of my job. However I know that updating an app shouldn't be a priority when looking after our precious babies, so totally get it. I'm, not always around to attend stay and plays etc due to my job. I'm very willing to come in and give back to you whether that be singing sessions or showing the kids what it's like to be an opera singer! I also have an Elsa performance up my sleeve if it's of interest but Bowie may die of embarrassment!

To have an app that's updated daily with your child's meals/sleep toilet training and activities with an instant message option

Depending on timings, these are hard for us to attend. Mondays and Tuesdays would be best, if there were extra we could get involved with we would love too.

**Parent Summary**

Generally parents are very happy with the care and provision and are very complimentary, with 100% agreeing that they would recommend our Daycare to others.

81% of parents believe that opportunities between Daycare and Home are good.

100% of parents believe that all children are respected and treated fairly.

94% of parents feel that their child looks forward to attending Daycare.

**Staff Comments - positives**

I feel the care we offer is of a high standard.

Staff have a shared vision of the importance of play.

86% of staff feel that children have the opportunity to play actively and move around, and 65% felt that children have regular opportunities to be creative.

Staff felt that they were able to contribute to the planning and ideas for provision.

#### **Staff comments - areas for improvement**

Would like to see more full time qualified staff

Perhaps meet at least 2 weeks before longer holiday clubs to plan & collect resources.

I think that staff could think more outside the box when planning activities for children aged over 5.

More staff to be able to drive the mini bus so we can offer more trips.

More staff trained in forest school - even if in just a selection of elements (fire lighting)

Looking at the outdoor environment to see how we can promote outdoor play for all ages

Not all staff are keen on the outdoors when the weather isn't dry and warm so will avoid opening the door especially when raining.

Forest school runs well but with so many children doing various day I feel forest school should be run more than once a week or change the days throughout the year to give more children the opportunity to experience it, also with having no staff fully trained daycare children do not get the opportunity to experience fire unless they join up with nursery sessions which isn't always doable.

I feel that we need to work on our trips out in regards to following children's interests and offering them a variety of experiences, we tend to stay local such as the woodlands, park and local shops.

#### **Staff Summary**

Staff surveys were largely positive.

75% of staff felt that there were lots of opportunities for professional development.

Staff felt that there were lots of opportunities for play and that children were given high quality experiences, including opportunities to visit different localities.

#### **Summary of Children's Responses**

Discussions with children from Wraparound have shown that all children enjoy going to Wraparound. 87.5% of children asked said that they preferred to play 'outside'. And in the

outside area 50% of children enjoyed using the scooters and bikes. Evidence of children's responses is recorded on the weekly planning boards and in their Learning Journeys.

When talking with a selection of children, 100% agreed that they can choose where they want to play and that they are able to help in making snack. When asked what improvements they would like, some of the comments include having a swing and a nail bar!

Staff in Day Care, and Wrap Around record children's comments whilst observing them in their play and through focussed discussion. Evidence of this can be found in the planning records and in displays. Some of the activities the children have expressed / demonstrated greatest enjoyment include:

1. Water play
2. Caring for the animals and pets
3. Junk modelling
4. block play
5. clay
6. cooking
7. weaving
8. mud kitchen
9. obstacle course

Developments this year have included:

- New gardening and growing areas
- New sand and water trays.
- New mud kitchen.
- New outdoor garden area with fire pit.
- Weekly wood work for 3+
- Enlarged block play area
- Regular Outdoor Visits

#### **Holiday Club staff**

- 'I love working with the mixture of different ages and playing games with them'
- 'I loved being outside with the children connecting them with nature'
- 'I'd like to be able to drive the bus to be able to take the children out to different places as some children don't have the opportunities to go anywhere'
- 'Being outside with the children is so important, i feel that we need to look at our outdoor environment and resources in more depth to create more play opportunities'
- I really enjoy working as a team with staff from the different areas, using different skills and strengths and learning from each other'
- 'I enjoyed working my first holiday club as it's great working with a variety of age groups and staff'

#### **Wrap Around Parents**

- 'The staff are so kind and attentive - some have been working with my children since they were babies.'
- 'He loves to play outside' It's great he can kick around a ball after school.'
- Excellent activities and a lovely warm environment.'
- 'My little one loves wrap around as it gives her the opportunity to further strengthen her relationships with other pupils and staff in a fun and nurturing environment.'

Discussions with the Head of Centre and Senior Leadership Team give opportunity for ongoing professional dialogue regarding provision in each area of the Centre. At each SLT meeting and in Governors meetings, managers give feedback to the respective groups on latest developments and current activity. This ensures that families are receiving consistent messages and reinforces our accountability as a team. Managers and Governors offer support and challenge to each other.

### **Other professionals**

4 professionals who work with the setting completed the survey.

#### **Question 1:**

*The environment for babies and children is suitable for the age and need of children in our care*

100% said that they strongly agree

#### **Question 2**

*The activities, experiences and resources on offer are varied, suitable and meet the needs of the children*

100% said they strongly agree

#### **Question 3**

*Children in our care are safe, happy and well cared for*

100% strongly agree

#### **Question 4**

*Staff at daycare are knowledgeable and nurturing*

50%strongly agree, 50% agree

#### **Question 5**

*Staff are offered suitable and regular professional development and support*

50%strongly agree, 50% agree

#### **Question 6**

*Management engage well with other professional services to provide the best possible care and support for babies, children and families.*

100% Strongly agree

**What areas do we need to improve / develop further and what has been done so far this academic year....**

### **Daycare**

**Based on staff and parent feedback, ITERS review, STEWW and management observations Daycare areas for improvement are:**

- Reflect on the resources used in the home corner to promote domestic and dramatic play.
- Ensure adults are evenly placed in the outside environment.
- Consider how children's families and homes can be represented within the setting.
- Try to make questions as open-ended as possible.
- Encourage children into meaningful conversations about block play.

### **Actions and improvements made to date following last year's review**

- A new approach to transition is in place. 3-4 weeks notice to parents of the move from baby room to DC2, letter from new keyworker and poem, settling in visits. Transition improvements from home to daycare and when moving rooms
- improved resources and areas based on the needs of children.
- Successful application of Keep Wales Tidy grant to create a community garden.
- Community garden is used with community groups through Dan y Coed sessions every week.
- Community room garden established and played a pivotal role in the summer of fun provision throughout July and August.
- Daycare staff working with Nursery staff to offer parent group sessions in Froebel occupations.
- Daycare 1 staff have received attachment training.
- Fortnightly meetings for Daycare staff.

### **ALN Support Improvements**

- Inclusion team have observed children with emerging ALN and offered advice / reports.

- An additional staff member appointed for ALN support who transitioned with the child into Nursery.
- Creation of Thrive / quiet room to be used by both staff and children.
- Staff trained in Sensory stories
- ALN staff work with ALNCo to go through children's targets and support plans.

### **Professional Development improvements**

- Professional dialogue sessions and training on the new Welsh Government produced Early Childhood Play Learning and Care documents and the Curriculum for Funded Non Maintained have taken place
- further training on observation and schemas has resulted in observations informing planning and support for individuals
- Further wellcomm and Makaton training
- Froebel training element 1-6
- Anti - racist training for leaders
- Observation and Schema training with Dr Stella Louis
- Diversity, Equity & Inclusion training for all staff.
- staff have been given opportunities to lead on areas of strength eg gardening / sewing and weaving / cooking - this is working well and has built on from Froebel training
- a schedule of meetings are now happening regularly and this support planning, supports staff and supports CPD
- Daycare manager and Centre manager participating in Froebel Trust funded research project of 'voice of the baby'
- All staff - including supply staff attending an Early Years Wales conference with keynote speakers and up to date workshops.

### **Parent Engagement Actions**

- Parents have attended a 6 week (weekly) engagement session based on Froebel gifts and occupations
- 3 successful Stay and play events have taken place.
- Parents have attended a MOve more eat well project, cooking healthy meals with their children.
- Parents have been given the opportunity to attend Parent group sessions with both Nursery and Daycare staff with their child, exploring Froebel occupations.

### **Children's responses (Daycare)**

'I don't like (points to the lamp) it's dark.' Archie aged 3.

'I love to clean the Guinea pigs. They are soooo cute!' Bowie aged 3.

'I like to play with the baby dolls and take them on holiday.' Elouise aged 2.

'I like diggers with sand.' Cairo.

'I like the horse in day care. I like riding him.' Max aged 3.

### **Governors -**

Governors learning walks show that governing body are happy with the level of care, support and education the children receive:

'very busy and happy children in a beautiful learning environment'

'All children are busy and content.'

### **Wrap Around Actions**

#### **Actions based on surveys / staff discussions / management observations**

- Development of the outdoor area to be able to provide opportunities to access all aspects of nature
- To utilise the local environment and provide experiences within the wider community. For example, libraries, parks and shops.
- To establish a consistent team that meets and plan together using observations of children.

### **Holiday Club Actions**

#### **Actions base on surveys / staff discussions / management observations**

- Development of outdoor area to provide further opportunities and resources for play for all ages
- To meet prior to holiday club with staff who are working to strengthen professional relationships and share ideas.
- Staff trained to drive mini bus
- New staff working towards Playwork qualification

### **Flying Start Advisory Team Feedback**

#### **2024-2025**

#### **September**

. Good system of working together was observed in planning and observation after recent training.

. Team meetings are being held fortnightly.

. Regular evening workshops have been attended by the staff and facilitated by the Head of Centre to upskill, which has created an enthusiastic and positive team.

. Wood work tools need to be purchased so that the woodwork occupation can be started.

#### **November**

- . Great progress has been made with the planning board. The use of three coloured pens show what has been planned for, observed and resounded to.
- . After attending the ECPLC training understanding the room as one instead of different areas has helped with supporting the transition schema.
- . Flying Start have offered to facilitate training in creating inviting spaces and engaging experiences using lighting, sound and smells.

### **January**

- . Block play has been moved to allow the children to build with less restrictions. Staff are monitoring this to ensure its use.
- . The day care team has started talking about schemas from their observations and linking them to the children. They have also created a chart for all adults to update and record their findings.
- . Advised to use the 'All about me' pages as part of the planning.

### **March**

#### **ITERS**

- . Lots of 'Communication friendly spaces' were being offered giving children opportunities to come away from busier areas.
- . Rolling snack was unhurried and staff were able to manage hand washing and maintained a sanitised space.
- . Staff sometimes explained why unsafe practices were not acceptable.
- . Staff were heard explaining why coats were needed and why it was good to wear sunglasses.
- . Staff were sensitive to children who were upset, calming them and encouraging them to continue to play.
- . Staff were heard using comparisons to help children to understand words.
- . Observed a small group of children reading a book that was interactive. Adult made animal sounds and pointed out illustrations.
- . Children were using a variety of media to create daffodils.
- . Lots of informal singing and musical instruments were also being used.
- . Welsh choir music was being played in the art room.
- . Good maths language was being used throughout the session.
- . Plenty of opportunities to access gross motor experiences.
- . Staff were quick enough to help sensitively resolve conflicts between children.
- . Children were able to free flow from indoors to outdoors for the whole session.
- . Staff were tidying and refreshing throughout the session.

#### **Actions**

- . Develop how we can represent the families and their homes within day care.
- . Develop the children's self help skills further.
- . Training on the role of the adult.
- . More



Action	Person/Group Responsible	Time Scale	Funding	Criteria for Success	Monitoring and Evaluation	Achieved/ On-going
<b>Training and National Qualifications</b>						
Ensure that we are fully compliant with CIW regulations in relation to staff training needs for legal and regulatory training	AB NG KM	Annually	Flying Start Centre training budget	Annually review current dated certificates for all the staff in relation to the legal and regulatory specific training courses	Training Log	some staff need to update food hygiene - booked on
Ensure that all staff have the opportunity to attend continuous professional development training to further enhance the quality of provision and practise for children attending day care.	AB NG KM	Annually	Flying Start Centre training budget	Objectives are set for staff in relation to their training needs Relevant training is accessed Flying Start provide training for specific staff	Training records Performance reviews Needs analysis	ongoing training for all staff
Staff to attend regular in-house training and development workshops on the WG guidfor early childhood play learning and care. <a href="https://hwb.gov.wales/curriculum-for-wales/early-childhood-play-learning-and-care-in-wales/">https://hwb.gov.wales/curriculum-for-wales/early-childhood-play-learning-and-care-in-wales/</a>	AB	throughout the year	Centre training budget	all staff have knowledge and understanding of the new documentations, specifically the developmental pathways. KWs are using the developmental pathways to support observation and assessment	Performance reviews Staff surveys Child learning journeys	well attended and well received AB monitoring impact

Continue with fortnightly meetings to ensure professional dialogue.	KM	Every other Wednesday				Well received by staff.
<b>Development of Provision</b>						
To set up more 'invitations to play' with attention to detail and a particular attention to small world set ups	KM	By august 2025	Centre budget			
Baby research project funded by the Froebel Trust.	AB KM JB	throughout the year.	Froebel Trust	Staff have a deeper understanding of how to elicit baby voice and ensure baby participation in planning of provision thus increasing engagement and development.	Observations: Written, photographs and video. Progress meetings. Assessment meetings.	

<p>Embed the sewing and weaving provision. Staff to watch Froebel sewing webinar and read pamphlet.</p>	<p>KM AB KS</p>	<p>September 2024 and ongoing</p>		<p>Area well-resourced and sewing is being accessed regularly by the children with support. By the end of the year children are accessing weaving independently and babies are freely exploring fabrics and ribbons</p>	<p>Observations and evaluations.  Planning/evaluation sheets ITERS audit</p>	<p>photographic evidence in files with some examples shared on seesaw.</p>
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<p>Further develop story telling within DC1 and DC2. Research and use past training knowledge to develop a variety of ways to tell stories.</p> <p>To develop story boards, puppets, dance and music and role play situations, story sacks and boxes.</p> <p>To purchase a small hostess style trolley for DC1.</p> <p>To link closely with our local library by monthly visits both to them and to us.</p> <p>Provide shelves and storage within DC1 for storage of reading materials.</p>	<p>KM JB MS</p>	<p>2025 and ongoing</p>	<p>£250</p>	<p>Appropriate materials and resources in place to enhance the provision.</p> <p>Children's Involvement levels increase overall in the area.</p> <p>Children show positive outcomes in SOGS, WELLCOMM, social and communication skills.</p>	<p>Half termly progress meetings with team</p> <p>Photographs and observations.</p> <p>Monitor evidence gathered</p>	<p>To be introduced in the summer term.</p>
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Story telling can then be developed using a variety of methods.						
To provide more outdoor experiences for babies and toddlers within DC1 based on research, training and best practice	KM AB Baby room staff	Ongoing	£200	Outdoor area enhanced as appropriate Outdoor sleeping space trialled babies are visiting outdoor spaces in the local areas	Half termly progress meetings with team Photographs and observations. Monitor evidence gathered	This is an area to continue to develop to ensure frequency
<b>Quality Standards and Working with Partners</b>						
To provide parents and centre users daily information and photographs on the events and activities within day care in both DC1 and DC2 by using Seesaw as a daily communication platform	KM and Seniors	Daily		Leaders and Managers in consultation with families and centre users. Staff and parents working together.  Families are well informed with daily information.	Half termly progress meetings with team Photographs and observations. Monitor evidence gathered	
To plan and deliver termly Stay and Play events for families to come in and see their children at play and to develop an understanding of our curriculum.	KM	termly		Parent / carer attendance is good (above 10%)  Families report feeling well informed and feel the sessions are beneficial	monitor numbers of parents attending - follow up with questionnaires.	

Action	Person/Group Responsible	Time Scale	Funding	Criteria for Success	Monitoring and Evaluation	Achieved/ On-going
<b>Wrap Around Plan</b>						
Ensure that we are fully compliant with CIW regulations	AB KM LJ	by September 2024	utilising current community room staff	Wrap Around has opened and registration successfully changed inline with CIW	N/A	
Add 3 child sized toilets and a small changing area to the current community room to support independent toileting for children accessing daycare 3 provision	AB	by September 2024	grant funding if possible	toilets in place and children accessing independently. More children are independent with toileting.	staff meetings and discussions	Funding has been agreed - awaiting building work
Development of a garden area within current outdoor space to create more space for exploring in and with nature	AB LJ	Phase 1 by September 2024 Phase 2 by Spring 2025	Grant funding if possible	Children are exploring through play outdoors and developing a love of nature. Wellbeing levels of children and staff improve  Children accessing the outdoors daily.	Performance reviews Staff surveys Child learning journeys	Phase 1 complete Outdoor Community garden developed. Further work required on the garden immediately adjacent to wrap around.

From September 2024 we opened a new provision 'Nursery Wrap Around' to support parents who require childcare following their children's 2.5 hours in nursery education onsite at the Centre. This formed a substantial part of the 2023-2024 Quality of Care review which had many actions relating to opening the new provision..

This has opened and is running successfully.

## Wellbeing

Observations of the children on an ongoing and daily basis ensure that all staff have a thorough knowledge and awareness of the children's development and individual needs. This assists in the assessment of the children's emotional wellbeing. The screening of children for emotional wellbeing and involvement is a strength of the Centre and underpins all aspects of our work. All children are screened, using the Ferre Laevers model, on a quarterly basis throughout the year and considered for High, Low, Medium wellbeing. Any child considered to have low wellbeing is given a "goal for action" which is discussed with parents and implemented for the child. As a consequence of this, the percentage of children moving from low on entry to medium/high on leaving is around 90% (for some children, difficulties are longer term and more complex but all children demonstrate improvement with a minority requiring longer term interventions). This is considered to be excellent practice and ensures a strong contribution to improving children's well-being.

The Centre makes Continuing Professional Development a priority for staff and numerous opportunities for training take place throughout the year. The Centre staff have received high quality and up to date training in child development; the importance of attachment and relationships, observation and schemas. All contracted members of staff will have received all 6 elements of Froebel Training by the end of this academic year. Applying this knowledge ensures we are meeting the needs of the babies and children in our care. The environment and the provision is set up to meet the needs of our babies and children and to support their interest and fascinations, all of this supports their wellbeing and enables them to thrive.

Transitions are a strength of the Centre and help to ensure that children are secure on starting at the setting and when moving rooms. Babies, children and parents/carers receive a letter home from their key worker before starting Baby Room or DayCare 2. Stay and play sessions and individual taster sessions prior to starting provide reassurance to both baby/child and parent and a robust key worker system along with an "Open Door" policy helps parents/carers to feel confident when leaving their children. Staff often follow up with phone calls or messages on our communication app to reassure parents that their child is happy and settled.

Individual plans for children with additional learning needs or emerging needs are created through a person centred approach. Termly liaison meetings with Health Visitors help to monitor children's wellbeing concerns and allow for early intervention of additional support. The Daycare Manager also meets regularly with the Head of Centre to discuss children and has monthly meetings with the ALNCo. Such a system helps to deliver high quality care and support, and contributes to positive outcomes for children.

The wellbeing of parents/carers has been recognised as an important contribution to positive family relationships and the impact that this then has on their children. As such,

parents/carers are signposted to relevant groups, courses and training opportunities. These have included offering the Brain Grow programme and EPAT as well as informal groups such as Dan Y Coed (outdoor stay and Play), Cooking sessions and parent groups linked to the curriculum and funded by the Froebel Trust. There are also opportunities to attend open days around a theme such as gardening, den building, cultural awareness and first aid.

Staff wellbeing has been considered through the celebration of special occasions: the birth of new babies, weddings, “big” birthdays as well as social events out of work, which help to build relationships with the team and allow for a positive ethos at the setting. Over the past 2 years the Head of Centre has also arranged a few large whole Centre gatherings such as a summer BBQ and a winter curry evening- which have been well attended and appreciated. This runs alongside regular supervision and open, supportive staff meetings.

### **Targets for Improvement**

- Promoting the service of the Centre within the local community, e.g. Health Centres and surgeries, The Hub, ACE, Ely Festival, The Festival of Play hosted by the Centre
- To continue to develop the outdoor area , ensuring that it remains relevant to the ages and levels of children’s development by observing and assessing the outdoors and its resources
- To complete the baby room funded research project
- To complete the parent engagement funded project

### **Tools to measure the improvements:**

- Evaluation of sessions and planning, including questionnaires
- STEWW Assessment
- Observations of provision, environment and child-adult interactions by Senior Management and advisory teachers
- Questionnaires and discussions with families to determine how they learnt of the services offered by the Centre

## **2. Care and development**

Staff in Day Care, Wrap Around and Holiday Club have childcare qualifications and have participated in continuing professional development relating to child development, safeguarding of children, Foundation Learning, and the Effective Early Learning (EEL) project and Froebel Short Courses. The Head of Centre has also provided training on the ECPLC and the CfFNM.

This commitment to CPD has resulted in a consistent approach to the delivery of high quality provision which has been recognised by external bodies such as the Flying Start Advisory Team, The Healthy Snack assessor, ESTYN and other professional partners. As a result, children have access to appropriately planned activities and resources designed to meet their developmental needs and which reflect their individual interests.

Across the Centre, the planning for the children's care and development is holistic and offers first-hand, experiential activities through the vehicle of play. Observations of the children and adults show children engaged and highly involved in their play and the interactions between adults and children as being of high sensitivity, autonomy, and stimulation. The observations show children experimenting, taking risks, solving problems and making decisions both individually and collectively and as a consequence, most children display positive feelings of self-worth and self-esteem.

Children with additional learning needs are well supported and this is considered a major strength of the Centre's work. Regular Person Centred Planning meetings and individual meetings with parents ensure that a multi-agency approach is taken to ensure that the relevant support and training is put in place. Staff at the Centre work closely with professionals from Health, the Early Years Inclusion Team, Parenting and Education and termly meetings take place with Health Visitors to ensure that the needs of all children are considered. Children with additional needs make good progress and enjoy the benefits of inclusion within a mainstream setting. Thanks to this early intervention, transition to nursery is smooth and usually with appropriate support and intervention in place.

Children attending Day Care, After School Club and Holiday Club benefit from a wide range of opportunities to enhance their development. The children regularly have access to music sessions, yoga, 'Busy Feet', dance, circle time, as well as periodic visits from experts offering fitness, singing, music and dance. Children make small trips and visits to places of interest for them and this allows them to develop an understanding of themselves, their locality and the world they live in.

Parents/carers value open days and the opportunity to informally discuss their child's care and development with key workers and other members of staff on a daily basis. Relationships between families and the Centre are strong and this is reflected in the positive feedback received through comments and questionnaires. The passing on of information such as the sharing of recipes after children have cooked and other health related messages are well received and help to foster close working relationships between home and the Centre.

#### **Targets for improvement:**

- To continue to involve parents/carers in Day Care activities. To aim to increase the number of parents /carers attending events throughout the year.

- To co- facilitate sessions between Day Care and Community Room to provide and promote sessions to support parents in areas of child development, sensory play, physical development, early language etc.
- To build on the outcomes of STEWW and ITERS
- Follow STEWW targets to develop child-adult interactions and opportunities for sustained shared thinking

#### **Tools to measure the improvements:**

- Evaluation of sessions and planning, including questionnaires
- Tracking the numbers of families using the Centre
- Questionnaires and discussions with families to gather views on the services offered
- Registers of families attending sessions and other events
  
- STEWW and ITERS

### **3. Environment**

The physical environment is of a very high standard. The building is under 20 years old, in a good state of repair and accessible to all. The Centre is well-resourced, clean and safe and has age-appropriate modern furnishings. There are quiet areas, separate sensory rooms, kitchens, role play area in both indoor and outdoor environment, creative areas and space for Froebel Occupations such as clay; sewing and weaving and woodwork. Day Care and Wrap Around teams have enhanced the environment to include 'Communication Friendly Spaces' in response to our children's low levels of language development and as a result of planned training. Photographs of the centre are often used in county training courses as well as in national publications. Recent developments / enhancements to the provision following training with the Froebel Trust include clay area, sewing and weaving and enhanced block play area. The Centre has been used in Froebel Trust publications, webinars and videos as an example of excellent provision.

Excellent use is made of the indoor and outdoor space to provide an extensive range of high quality opportunities for children, parents and members of the community. The physical environment of the centre is widely recognised as an outstanding feature attracting practitioners from other settings within Wales and further afield to visit the Centre. The layout of the setting is well thought out to develop independence. Materials are presented attractively, at child level and are easily accessible to children. This enables the children to be independent autonomous learners who are able to plan for their learning.

At the Centre, children's Involvement levels are consistently high which demonstrates that 'deep level learning' is taking place and the high levels of emotional wellbeing are evidenced for many children (Ferre Laevers – Centre for Experiential Education, University of Leuven, Belgium).

The use of the environment is monitored annually and the ITERS scale used to ensure quality. The overall quality of provision is excellent (graded 6 overall on the ITERS in Day Care for this year). It is appropriate to their developmental needs and allows children to make very good progress within and across the development Pathways.

Children have access to a Forest School site which is just a short walk from the Centre and this develops their physical skills, confidence, well-being and awareness of their immediate environment.

The equipment and furniture is regularly checked for safety and good working order. Broken and worn equipment is replaced and new equipment bought to enhance the area.

Resources are open ended and used flexibly as the needs and interests of the children change. Learning stories, photographs and observations evidence the many and varied ways that the children use the environment to enhance their needs.

There are well embedded processes in place to monitor the provision of care and the quality of the environment at the centre. Informal observations from Management and Head of Centre occur termly and findings are followed up in managers meetings. The EEL, STEWW and ITERS programmes are used as quality assurance, evaluation and development tools. They are used to successfully review, evaluate and set targets to drive further improvement. These tools are fully understood by staff and there is a clear sense of shared purpose and direction for the Centre.

#### **Targets for improvement:**

- To work on the priorities outlined from the ITERS and STEWW review and the Centre improvement plan
- To visit other settings to share good practice, compare and reflect on the learning environment.

#### **Tools to measure the improvements:**

- Observations
- EEL resource
- ITERS /ECERS / STEWW review
- Questionnaires and comments from parents/carers, children, staff
- Comments from visitors to the setting

## **4. Leadership and management**

The vision, aims and shared values of the centre align closely with Froebelian Principles and the principles of Curriculum for Wales and the Welsh ECPLC guidance. The principles and

aims, well thought out, aspirational and have been agreed by all stakeholders. The vision statement is reviewed annually and as a result, all staff have a shared philosophy for children's developmental needs and care and a shared vision for the development of the Integrated Children's Centre. Aims, plans and policies are focussed on meeting and responding to the needs of our children and their families; raising aspirations and improving quality. In addition, the Centre aims to provide community responsive activities and initiatives through our community offer.

Both the Governing Body, Senior Management Team, Centre partners and staff teams are committed to the vision, aims and values of the centre. The composition of the senior management team ensures that the work at the Centre is fully integrated and effective with clear roles and responsibilities embedded.

All statutory and non-statutory policies and documentation are in place and are reviewed regularly to ensure a consistent approach to policy and practice by all staff as well as fully complying with legal requirements.

The Centre self evaluation review (SER) processes throughout the year are contributed to by all staff, children, parents/carers through reflective discussions, questionnaires, ITERS, STEWW and EEL observations. The SER processes are used to influence and set targets for the following year in the Centre Improvement Plan (CIP). These targets are monitored and evaluated throughout the year. A final summary feeds into the CIP for the following academic year. The views of parents and other adults are actively sought and acted upon through contact in the wide variety of parent groups, parent consultations, informal contact, group evaluations and questionnaires. Children's views are included in the CIP and are genuinely valued and acted upon. They are seen as key decision makers at the Centre. External Agencies also feed into self-evaluation processes through their reviews and inspections

There is a well established performance management process in place where challenging but achievable targets are agreed. This process is embedded in the Centre's Annual Development Schedule which allows for timely monitoring of performance. Management and staff at all levels have high expectations of themselves and for others. The performance management process effectively highlights training and development needs at the individual and whole centre level. Supervision follows performance management reviews at least twice per year. There is a programme of high quality; responsive training in place and CPD is a high priority for the Centre.

CPD includes professional learning development and events such as visits to other settings, networking meetings, conferences, in-house training and training from outside providers. The Daycare and Wrap Around managers have also developed and lead training for their

teams thus improving their own professional development. The Centre is often used as a source of CPD for others with several visitors a year from Wales and beyond.

All staff have child protection and safeguarding training annually. There is a clear protocol in place for making a referral and staff are very clear of the process which follow the Local Education Authority procedures. The quarterly screening of children for wellbeing and involvement ensures that children displaying low wellbeing are highlighted and clear procedures are put in place to then support these children.

The centre has excellent working relationships with our partners working in a climate of mutual respect, trust and with clear channels of communication in order to secure the maximum benefit for children and families. Centre based partners include Flying Start Teams Inclusion Team; Cardiff Parenting; Therapists; Early Years Psychologists; Special school outreach teams; Specialist teachers; Health Visitors (Generic, Flying Start and SEN); Family Health Workers who all work in collaboration with the early years educators and Senior Management. This is an outstanding feature of the centre and is pivotal to our core remit.

#### **Targets for improvement:**

- To consider further links to develop with the local community (local church, local florist...)
- Continue to build on the partnership with Dusty Forge and Save the Children to enable more joint projects and funding bids.
- To work more closely with the Community Focussed Schools Manager for Ely and Caerau to provide further support for families

#### **Tools to measure the improvements:**

- Registers to indicate the number of people accessing the Centre
- Responses and comments in questionnaires from parents/carers, children, staff and others
- Performance management meetings and reports
- Discussions at Senior Leadership meetings and Governing Body meetings
- Training evaluation feedback



