



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Caerleon Child Care

**Parc Ty Glas
Llanishen
Cardiff
CF14 5DU**



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Description of the service

123 Jump Limited is registered to provide care for up to 114 children at Caerleon Child Care. The service operates from a converted business unit in Llanishen area, which also provides a separate indoor soft play facility. Care is available from 7:30am until 6pm, Monday to Friday for 51 weeks of the year. Children are cared for in groups according to their age and stage of development. They have access to an outdoor play area and they use the indoor soft play facilities before the service opens to the public. The company have nominated a Responsible Individual and the nursery manager acts as the Person in Charge on a day to day basis. This is an English language service with incidental Welsh language used throughout the day.

Summary of our findings

Overall assessment

Children attending the nursery are very happy and comfortable in the care of the practitioners. They form friendships, enjoy their play and develop in their learning, as a vast range of activities and opportunities are available to them. The environment provides the children with much variety and this keeps children motivated and excited. Practitioners benefit from a strong management team who are supportive and they encourage everyone to achieve and maintain high standards. Practitioners understand their roles and responsibilities and speak highly of the relationships they have as a team and with the families of those using the service. The management team value feedback and actively seek ways to improve standards to ensure children receive excellent care.

Improvements

The provider has made significant changes since the last inspection to address the recommendations highlighted in the last report. The quality of the activity planning has improved. It is thorough and continuous throughout the year. The systems for monitoring children's development and recording observations in their developmental files have also been reviewed and these capture each child's stage of development and identify the next steps in their learning.

We noted other changes in operational matters such as; improved one to one supervision and annual appraisals for staff, an amendment to the fire evacuation procedure and we saw children are routinely encouraged to wash their hands with liquid soap and water. This helps them develop good hygiene practices and reduce the risk of spreading any infection.

Requirements and recommendations

Minor recommendations were made to strengthen risk assessments and ensure equipment is stored appropriately. We also discussed increasing the opportunities for children to access messy play in some areas of the nursery.

Well-being

Summary

Children are happy and settled at the nursery. They are busy and actively engaged in a wide variety of activities which promote excellent learning opportunities. They thoroughly enjoy the activities available to them and frequently make requests for items they would like or support from practitioners. Children are able to choose what they do for large parts of the day. They are confident and interact well with both adults and children. They often demonstrate their affection for those who care for them and they listen intently to adults requests. Children frequently laugh, have fun and show excitement and interest in all they do.

Our findings

To what extent do children have a voice?

Children frequently make choices about how and where they play. They are able to select activities that interest them and often express their needs to those who care for them. Children are listened to and practitioners do all they can to ensure they are happy. For example, one child who was enjoying some time in the indoor soft play centre, wanted to play on a deflated bouncy castle and within a few minutes arrangements were made for it to be inflated. The child was very pleased and enjoyed the chosen activity with some friends. Children are provided with plenty of choices and encouraged to make decisions about how they would like to do things and when. We saw this during snack and meals times when one child decided they would like their dessert a bit later as they were tired. Practitioners reassured the child they would save it. Younger children did not like a meal provided and were provided with an alternative. The children's voice is respected and activity planning considers the child's choice. Children can move around the rooms selecting equipment they want to play with and we frequently heard children make requests to adults who always responded to them, acknowledging their wishes.

Children are actively encouraged to make decisions and are empowered to speak up and make choices throughout the daily routine.

To what extent do children feel safe, happy and valued?

Nearly all children are settled and cope well with separation from their parents. Nearly all children arrive at the nursery and warmly greet their friends and key workers. We saw they are comfortable in leaving their parents and often call practitioners by their first name, demonstrating affection. Children are familiar with routines and joined in with little or no encouragement. A few children were on settling in or transitional visits at the nursery. Transitional arrangements help children to settle when they move rooms. Some of these children were unsettled at times but they sought reassurance from practitioners and were comforted by the empathy and warm responses they received. Parents spoke very highly of the service and how much their children enjoy attending. One parent stated "they are so happy and settled there, this is down to the fantastic staff team." Most parents spoke highly of the family days the nursery provides and told us they felt valued as a whole family and not just the child attending.

Children frequently invite their keyworkers to play or engage in conversation with them. We saw children often laughing and having fun with their friends, key workers and the manager's. Children asked for help in the bathroom, made suggestions about what they could do next and told their carers about their home life. It was clear that children have formed strong attachments with those who care for them. As children move around the nursery they are confident to speak to all staff they pass along the way, demonstrating how comfortable they feel in the nursery.

Children are very confident and content in the nursery environment and they know who to turn to if they need support.

How well do children interact?

Children are very well behaved. They use excellent manners, show feelings towards others and are learning what is socially acceptable. Younger children are beginning to understand concepts such as sharing and being patient. This can be more difficult for some children to understand. However, we saw that the children often listen to practitioners who guided them. Children are encouraged to resolve any conflict for themselves, with practitioners stepping in only if needed. For example, one child cuddled another whilst dancing but accidentally pulled the child's hair. A practitioner observed closely at first as the child quickly apologised, but when it happened again, the child who was hurt was comforted and the child who pulled hair was told "Say sorry because that's not kind is it?". When that child apologised, they were praised for having "kind hands, da iawn" and they continued to play happily again. We found this to be an isolated exchange during the inspection and noted that some children apologise without any reminders from practitioners, demonstrating they have learned accepted behaviours. Children receive praise and encouragement consistently throughout the nursery. On occasions, we heard older children praise their peers and remind them of nursery rules. They are nearly always kind to each other and clearly value the approval received from those who care for them and their peers.

Children experience very positive interactions with each other and there is a strong emphasis on being kind and forming friendships.

To what extent do children enjoy their play and learning?

Children are active and curious learners who benefit from the vast amount of activities and opportunities made available to them. Children are able to enjoy physical play in the outdoor area and nearly all children spend some time outside each day. Children play with adults, other children and alongside each other as appropriate to their age and stage of development. All children are able to move around their base rooms freely and spend time playing with whatever captures their interest. They often tell adults what they have made or achieved, which is celebrated. Children enjoy music and movement sessions. These are led by practitioners and through an external company who come in to facilitate additional sessions as well as being led by skilled practitioners. Physical play is promoted through the use of indoor play sessions every morning which provides opportunities for children to develop gross motor skills.

Children are able to follow their own interests and they gain a sense of achievement from what they do. They are provided with many activities which promotes their all-round development.

How well do children develop, learn and become independent?

Children are developing well. They are confident, independent and motivated which helps them make the most of the experiences they encounter. Children are learning to do things for themselves and are very familiar with daily routines. Younger children and babies enjoy their surroundings and what they offer. They feel comfortable in exploring and this provides them with a good range of skills. For example, when a child wanted to return to the garden after using the toilet inside, they wanted to walk there a different way rather than their usual way. The child was thrilled when the practitioner agreed and followed the child's lead to explore an alternative route outside. We saw many examples of children having opportunities to develop their learning, independence and self-help skills. For example, children were encouraged to tidy up their toys, set the table for meals, pour their own drinks, feed themselves independently and wash their hands before meal times.

Children have a good variety of experiences, including freely chosen, unstructured and self-directed play that enables them to gain a good range of skills, be independent, participate, follow interests and promote their all-round development.

Care and Development

Summary

Overall, we found that practitioners demonstrated a good understanding of their roles and responsibilities in providing a high standard of care. They are familiar with the nursery's policies and procedures and are confident to share information from these. They carry out their duties well to ensure children are settled and enjoy themselves. Practitioners are keen to improve their practice and value opportunities to enhance their professional development. They speak highly of the organisation and the support they receive from their managers. Practitioners are skilled and knowledgeable, which helps deliver a good service.

Our findings

How well do practitioners keep children safe and healthy?

Practitioners promote children's well being through implementing the setting's policies which promote healthy lifestyles. The nursery actively supports healthy eating initiatives which increase awareness of the importance of good nutrition. Nearly all staff hold a food hygiene certificate. Practitioners are aware of individual children's specific dietary needs and we saw they checked with other practitioners before meals were served to children. A chart is displayed in each base room containing information on individual dietary requirements, allergies and preferences. Physical activity is included into the routines in numerous ways. Practitioner's individual skills are utilised to widen the opportunities available to children. For example, a staff member who has sports coaching qualifications delivers physical exercise and play sessions to promote a healthy lifestyle.

Practitioners are aware of the importance of safeguarding. Nearly all have attended training and the provider arranges refresher training frequently. In the absence of attending a training course the provider encourages practitioners to complete online training. Practitioners administer medication in line with the procedures for the nursery. We observed practitioners requesting written permission from parents to administer medication. A good discussion took place regarding the child's well-being as the forms were completed. The practitioners are proactive in recording medication that is administered.

During the inspection we saw that all practitioners took care when supervising children both indoors and outside. During times that children were moved around the nursery we saw that practitioners carefully supervised them and several head counts were undertaken. Children are clearly familiar with this routine as they responded to simple instructions with ease. Practitioners completed routine health and safety checks in a timely manner. These are usually in the form of daily check lists. Practitioners were not clear how to update general risk assessments and we recommended that this is reviewed. For example, practitioners should have access to risk assessments when on outings to update them as they identify hazards. We spoke to several practitioners who were able to tell us about the fire evacuation procedures in detail.

Children benefit from having experienced practitioners who have a good understanding of how to keep children safe and healthy. They actively promote physical activity in a variety of ways.

How well do practitioners manage interactions?

Practitioners are consistent in promoting positive behaviour and encouraging friendships. We observed staff explaining to children how they could take turns and share with others and found that they incorporated this into their practice subtly and in a manner which children can relate to. For example, children listened to a story about a 'sharing giant' while they prepared for snack time which held their attention. We overheard children being reminded about the book at various intervals throughout the day, such as during snack time and when playing games outside.

Practitioners regularly praise children for listening, following instructions and being kind, and this reinforced the positive interactions the children have with each other. Two practitioners attended behaviour management training during the inspection process. They told us that it was really useful and that they learnt new things which they were keen to put into practice. In particular they shared information with their staff team regarding how to praise children who may not make huge progress developmentally, to ensure they feel valued. It was evident the practitioners were enthusiastic about the course and keen to embed this learning into their practice to benefit children.

We discussed strategies that they would use within the nursery to deal with unwanted behaviour and found that these were consistent with the behaviour management policy. The person in charge informed us that they had not needed to deal with any significant challenging behaviour and where appropriate the parents would be invited to work with the nursery to establish a consistent approach. Practitioners are patient and speak to children clearly about the expectations within the nursery in a positive manner. They told us that it is important to listen to children and their point of view. Practitioners use a 'pause and allow' method to ensure children are given opportunities to speak. They are not phased by a child's initial silence and told us that children often need time to speak up. This can help to resolve any minor conflict but it allows the child's voice to be heard on more general matters.

Practitioners are good role models; they speak and listen to children in a very respectful and warm way. The systems in place and practice demonstrated, supports children in learning acceptable behaviours.

How well do practitioners promote children's play, learning and development and meet their individual needs?

Practitioners have developed lovely relationships with the children where strong bonds have been formed through an effective keyworker system. Our observations showed that most staff have a good understanding of their key children's needs and are able to provide appropriate activities for their abilities. Practitioners told us that they value the time they spend talking to parents when the child undertakes settling in visits as it helps them get to know the child better. Practitioners encourage parents to utilise as many settling in visits as the children need.

We viewed a sample of the children's developmental records and found these were detailed and specific to individual children. The methods used for activity planning and undertaking observations has significantly improved. They focus on the seven areas of learning and the next steps for the child's learning is identified. Practitioners are keen to include the children's interests and include their views into the activity planning. We were told that on a Friday afternoon, practitioners sit with the older children to plan for the week ahead. They utilise any comments collected from children attending on other days. Plans are displayed in each base room. Practitioners involve children in their learning journey. We found that children know what their key files are for and are proud to present these to others. For example one child saw us viewing a file and told us, "its all about me and what I can do." These examples demonstrate how practitioners involve children in their own learning and development.

Practitioners are careful to ensure all children are treated individually and that tasks are appropriate for their age and stage of development. Activity plans for younger children are carefully thought through to be achievable and fun. We saw young children enjoying a painting activity which was led by the practitioner. Children enjoyed the activities that were provided but would benefit from increased access to freely chosen messy play. We saw evidence of how the nursery works with advanced learners and children with additional learning needs. The practitioners and person in charge talked to us in great detail about their work with the local schools, parents and other professionals to help child progress at a rate that is appropriate to them. Equal priority was given to all areas of learning. For example, forming friendships with their peers is an important aspect of ensuring children develop socially.

A variety of languages are spoken and promoted throughout the day at the nursery. Although English is the main language of the service we heard practitioners regularly use Welsh, Spanish and occasionally other languages such as French and Portuguese. We observed one practitioner engaging in quite a complex conversation with a child about the difference between the fruit 'melon' and 'melin' (Welsh for 'yellow'). This was done very naturally through playing in a ball pit and ended with exchanging a 'high five' and the child looking very pleased with themselves. Children were familiar with these languages as they sang happy birthday to one child in three languages. Practitioners told us how they work with parents who speak English as their second language, to find out key phrases. They gave us one example of how a child's face 'lit up' when their key worker used basic words from their first language.

Skilled practitioners work hard to help children to progress in their learning and development. They are innovative in the ideas and practice they implement. Children are able to learn from the vast experiences they are offered and accurate records are kept regarding their progress.

Environment

Summary

Overall, we found that the setting is very well maintained and resources and furniture are of a high standard. Children are cared for in a spacious, secure and clean environment. Outdoors, children have access to an enclosed play area with some outdoor play equipment and space to play freely. An indoor soft play facility and a music room are also available for physical play. Areas for relaxing and sleeping are suitably furnished and welcoming for children. A large range of activities and equipment is available in all areas of the nursery and this is regularly updated and replenished.

Our findings

How well do leaders ensure the safety of the environment?

Children benefit from an environment which is very secure and well maintained. Areas within the nursery are clean and suitable for the ages of the children attending. There are systems in place for cleaning and staff have a good understanding of infection control procedures. We saw staff took care to clear away any spills to prevent slips. Practitioners frequently wipe over tables and generally keep the areas clear from clutter. We noted that some play equipment had been stored in a bathroom temporarily and recommended this is reviewed to prevent cross contamination. Protective clothing such as, disposable gloves and aprons are worn when practitioners undertake personal care duties. Practitioners are careful to monitor the temperature of the room and are confident in raising any safety matters with the person in charge.

Children are able to move around the environment freely and undertake activities that provide challenge and acceptable risk. For example, we saw practitioners carefully supervising the bouncy castle and slide to ensure children could access it independently but safely. We examined a range of documentation which monitored health and safety matters, including the fire evacuation procedures and saw that these were maintained well. Practice fire drills are carried in line with the national minimum standards.

The systems in place and practice observed regarding infection control and health and safety matters are sufficient to ensure the safety of children attending.

How well do leaders ensure the suitability of the environment?

The nursery has plenty of space and resources available to provide excellent care and enhance children's play. Areas within the setting are welcoming, friendly and provide a rich play environment. The building has recently been extended to increase capacity and the rooms are carefully designed to suit to the age of the children attending. We saw that staff had set out numerous activities and areas of interest for the children to explore which ensures it is an inviting, stimulating environment for all children. Each room is resourced with a variety of toys and materials specifically for the age group attending. All children are able to access messy play in their base rooms. During the winter months children benefit from the use of the indoor play facility when it is too wet/cold to go outdoors. There are some bilingual signs displayed throughout the nursery, to encourage recognition and use of the Welsh language. Rooms and communal areas are decorated with the children's art

work and photographs which are colourful and stimulating and provide children with a sense of ownership.

The nursery benefits from having additional rooms to use for multi functional purposes. We saw that the music room is spacious and was utilised well for music and movement activities and sleep time. There are two family rooms which are used by staff and parents for meetings and preparation time. The rooms are available for parents to stay within the nursery during settling in times if they prefer not to leave the building. Practitioners told us that this is often the case when young babies start or children with separation anxiety. The management team told us it is very important that parents feel comfortable with leaving children in their care. During the inspection we saw one parent utilise this room.

The activities, resources and the play spaces provide children with suitable challenges and opportunities which benefits their development as well as ensuring they feel comfortable. Parents are valued and space is available for them to remain on site without it interfering with the settling in arrangements.

How well do leaders ensure the quality of resources and equipment?

Furniture and resources within the nursery is of a high standard. The nursery has a range of tables, chairs and role play furniture suitable for children to use. Younger children sit in low chairs around the table at meal times which encourages social interaction and independence. We observed children enjoying their lunch and the furniture available supported some lovely interaction between them. We saw a range of toys, games and dressing up materials which were well used by the children. Additional resources are stored in easily accessible areas which staff access as they need to. Displays and role play areas promoted cultural awareness and the Welsh language, and supported equal opportunities.

The layout of coat pegs, drawers and storage areas supports children's independence. We saw that children can hang up their coats and collect personal items from their drawers as they need to. Younger children enjoy selecting toys from low level storage to play with. Practitioners told us that they try to keep as much of the resources at a low level as they can, so that children can see what is available to them. Practitioners told us that they rotate toys throughout the nursery and are able to make requests for new items, which are usually ordered promptly.

All of the areas in the nursery are clean and well resourced, providing children with a good quality play environment.

Leadership and Management

Summary

Overall we found that the management of the service is carried out by professional and experienced leaders who set high standards for the service. Practitioners are well supported to deliver an excellent standard of care and are motivated to do their job well. The providers place an exceptionally high value on the satisfaction of those using the service and the whole family is welcomed and valued. The nursery has excellent methods of self assessment and they are receptive to feedback, which they utilise to improve standards.

Our findings

How effective is leadership?

The nursery receives much support from the leaders of the company and is often visited by senior management members to monitor quality and compliance. We examined a range of documentation and records maintained and found that they are all organised, detailed and kept up to date. The Statement of Purpose is detailed and regularly reviewed. Policies and procedures are made available for parents at the entrance to the nursery. These are routinely updated and any changes are shared with practitioners and parents. Daily records such as registers of attendance, visitor logs and medication forms were completed well.

CSSIW are routinely notified of any changes to the service, in line with the regulations. The person in charge regularly meets with staff to highlight important changes, monitor standards and recognise individual practitioner achievements. This ensures that staff employed have a sound understanding of best practice and encourages high standards. The responsible individual on behalf of the company is routinely updated.

The leadership and management of the service is excellent. Practitioners feel valued and there is a clear vision for the service.

How effective is self-evaluation and planning for improvement?

There are a number of excellent systems in place to self evaluate the service. Practitioners told us that they valued team meetings and the open door policy that the managers have. This provides them with an opportunity to raise any operational and personal issues. They feel well supported by the management team and room leaders. Practitioners self-reflect on their practice and discuss any changes with their senior. For example, one practitioner told us that she had realised activity planning was too detailed and needed changing. This was actioned following a discussion with the manager and it is now more suitable. All practitioners who leave the company undertake an exit interview with an impartial person to inform if there is anything that could be learned from their departure. There is very low turnover of staff at the service, ensuring consistency for children.

The annual quality of care review has been undertaken and was available to practitioners, parents and visitors. The company encourages feedback from parents frequently but they capture this formally to inform the annual quality of care report. An action plan to monitor progress is drawn up each year. The company undertake a number of other quality

monitoring systems. For example, they use 'secret visitors' to measure the success and quality of the visits to the nursery. They also encourage other nurseries within the company to meet up and share good practice and plan for the year ahead. The person in charge told us they feel lucky to have good links with these other settings. The nursery is in the process of completing a quality assurance award with an umbrella organisation.

There is a complaints policy in place and practitioners were able to tell us how concerns are dealt with. We reviewed the complaints or concerns recorded since the last inspection and found these were well documented and dealt with appropriately. We discussed one anonymous concern raised to CSSIW. During the course of the inspection we found no evidence to substantiate poor outcomes for children. Since the last inspection the nursery has achieved an award for being in the Top 10 Recommended Day Nurseries and The Employer of Choice award from Educate.

Systems are in place to monitor the quality of the service provided and identify areas of improvement. Success is recognised and celebrated which encourages more good practice. The nursery has a strong focus on improvement and the organisation encourages high standards at all times.

How effective is the management of practitioners, staff and other resources?

Staff employed are experienced, knowledgeable and suitable to work with children. This is because the staff files and information retained at the nursery show that suitability checks are undertaken prior to each practitioner starting employment. All staff have a current Disclosure and Barring Service check. A variety of training is available to all practitioners and they are actively encouraged to continue with their professional development.

Practitioners told us they feel supported in their work. One to one supervision meetings are undertaken regularly. Annual appraisals monitor achievements and provide clear direction for practitioners. The company holds a staff awards initiative as an incentive to all employees. All practitioners that we spoke to told us that they feel valued and know that they could ask for help at any time if they need it. Some staff talked about the support they utilised through a private online chat group and said they frequently received supportive messages through this. We examined team meeting notes and records and found that the manager meeting notes were very positive and shared clear messages. Senior staff and leaders cascade this information down to all staff. For example, there was an emphasis on welcoming new staff and reminders on how they can be supported.

Managers recruit suitably qualified staff and ensure they are supported to attend further training to enhance their skills. The systems in place effectively manage staff performance and secure appropriate outcomes for children overall.

How effective are partnerships?

The nursery has excellent systems in place to liaise with parents and gain important information regarding the child's ongoing needs and how best to care for them. This information is shared with the child's key worker and relevant staff. We saw practitioners hold useful conversations with the parents about their child's day. Many parents told us they were very happy with the service they receive and that they were given plenty of information when they started at the nursery. One parent stated "I'm really happy with the

care my child receives always at Caerleon. I particularly like coming to the family days and seeing my child playing happily with his friends and the staff." Another commented, "There is excellent communication with parents and they encourage a home from home environment." A practitioner told us that they pride themselves on having very strong links with family members, which supports the child's journey through the nursery. This is reinforced in written feedback from a parent who stated, "The words may be small but they are so heartfelt. We entrusted [our child] to your care and [they] have enjoyed every moment. We cannot thank you enough for the care, kindness and patience you have shown to us as a family".

The nursery has developed a number of other links with local businesses, charities, professionals and schools. We saw evidence of a variety of fund raising initiatives and challenges they have completed. The entrance to the nursery offers a wealth of information for parents and visitors to take away, view and a suggestion box is available for parents and children. Informative newsletters tell parents about visitors and achievements. The nursery has recently been awarded a certificate for being Makaton friendly and this is proudly displayed for all visitors to see. Practitioners regularly liaise with a local primary school regarding curriculum matters. For example, one child had a specific talent so it was arranged for them to attend an after school club at the school to nurture their skills, prior to them starting at the school. Practitioners also told us about previous engagement with health visitors and speech and language services.

This kind of partnership working helps to build strong relationships with families and get children the support they need to develop. Children learn about their local area and all visitors are made to feel welcome.

Improvements required and recommended following this inspection

Areas of non compliance from previous inspections

None

Areas of non compliance identified at this inspection

None

Recommendations for improvement

The following practice recommendations were discussed:

- Ensure all practitioners understand the arrangements for updating risk assessments and
- increase free access to messy play, particularly for younger children.

How we undertook this inspection

This was a full baseline inspection. We considered one anonymous concern received by CSSIW as part of the inspection process.

- One inspector initially carried out an unannounced short visit in response to an anonymous concern received, which was not substantiated;
- two inspectors completed two unannounced visits to the service over two days. We spent nine hours within the nursery to observe children and the care they receive. Observations were carried out both indoors and outdoors. Our SOFI 2 tool was used to capture evidence of children's engagement and the care provided by staff;
- we reviewed information held by CSSIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the day and seven parents. We also spoke to many of the practitioners who were present and
- we looked at a wide range of records. These included focusing on the statement of purpose, staff files, health and safety policies and records, children's files and developmental records and routine checklists and records.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	David Cond
Person in charge	Kaye Knox
Registered maximum number of places	114
Age range of children	6 weeks – 4 years, 11 months
Opening hours	7:30a.m. until 6:00p.m.
Operating Language of the service	English
Date of previous CSSIW inspection	
Dates of this inspection visit(s)	30 September, 20 & 21 October 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The provider does not provide the 'Active Offer' in relation to the Welsh language.
Additional Information:	