



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Llanfaes Little Steps – Llanfaes Camau Bach  
Llanfaes School  
Beilihelig Road  
Llanfaes  
Brecon  
Powys  
LD3 8EB**

**Date of inspection: January 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Llanfaes Little Steps – Llanfaes Camau Bach

Name of setting	Llanfaes Little Steps – Llanfaes Camau Bach
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Karen Lawrence
Person in charge	Bethan Roe
Number of places	22
Age range of children	3 to 4-year-olds
Number of children funded for up to two terms	Tuesday 13 Pupils Wednesday 12 Pupils
Number of children funded for up to five terms	Tuesday – 8 pupils Wednesday – 7 pupils
Opening days / times	Monday to Friday 9am – 3pm
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	Working towards the Welsh language offer
Date of previous CIW inspection	06/07/2017
Date of previous Estyn inspection	01/02/2012
Dates of this inspection visit(s)	22/01/2019
Additional information	

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

*No non-compliance was identified during this inspection.*

## **Recommendations**

R1 Ensure that the setting's priorities for improvement focus effectively on improving children's outcomes

R2 Keep formal records of staff supervision

## **What happens next**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### **Wellbeing: Good**

Most children interact confidently with each other and with practitioners. Nearly all children make suggestions about what they want to learn during the planning stage for the following term. These ideas are recorded appropriately on a flow chart. They respond well to questions asked during circle time and during focused activities. Across the setting, children express themselves well and know that practitioners will take good account of their wishes.

All children are relaxed, settled and comfortable. Most children are content and express their enjoyment through smiles and laughter. For example, children smiled and laughed throughout an active physical session. Children chosen to be helpwr heddiw took on their responsibilities well and smiled throughout completing the designated tasks. Most children make effective decisions and choices about the activities on offer. For example, during free play, children play in different areas, confidently moving from one activity to another. However, they do not always have good enough opportunities to choose what resources they want to use, such as when they play on the carpet area.

Most children are happy, relaxed and comfortable with their carers. They approach practitioners confidently when they need comfort or assistance. For example, a child contentedly approached a member of staff for cuddles and to sit on their lap. All children arrive cheerfully at the setting and are eager to go to their chosen activity to play. Children are starting to form friendships appropriately and show care and concern for each other. For example, one child asked another 'are you daiawn?'

All children behave well and sustain attention appropriately. They continue to listen to a story and engage in song time even though they have been sitting for quite a long time. They share resources well and are starting to take turns.

Most children know the routine of the setting well and join in enthusiastically with the activities offered. For example we saw children hanging up their coats and bags, making their way into the room and quickly settling into their chosen activity.

Almost all children make good progress according to their stage of development and become increasingly independent. For example, nearly all of the older children wash their hands, use the toilet independently and pour their own drinks at snack time.

### **Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good**

Most children make good progress from different starting points during their time in the setting. They grow in confidence, and develop speaking and listening skills and numeracy skills well. Nearly all children listen carefully during circle time and many speak in well-constructed sentences. Most children describe their feelings clearly and give appropriate explanations. Many children talk confidently about how they might bake cakes and pancakes using the recipe displayed in the home corner. Nearly all children join in singing songs and rhymes in English and Welsh

enthusiastically, recalling the days of the week and clapping to keep the beat. Many children use mark-making equipment independently and with increasing control. For example, a few make lists in the home corner of who wanted a cup of tea or coffee, using pencils and a notebook. Most children enjoy looking at books and choosing stories. They listen intently when the leader reads to them.

Most children count to 10 confidently and many use mathematical language in an appropriate context. For example, during a building activity, children count blocks to see who can build the tallest tower and a few children use large measuring tapes to measure them. Many children use mathematical language relating to size appropriately in their play. For example in the small world area children compare the size of their tractors stating, 'your tractor is much bigger than mine'. Children make representations on the chalkboard of how many eggs they would need to buy to make a pancake in the home corner appropriately.

Many children use a variety of information and communication technology (ICT) role-play equipment appropriately. For example, children take pictures of the duck nest that they have created outdoors, record comments and save them in a file on an electronic tablet confidently and effectively.

Most children handle small equipment with firm control, such as tweezers, pencils, scissors and small world toys. Many children develop their physical skills well. For example, they display good levels of co-ordination and spatial awareness during a music and movement session in the hall.

Most children's Welsh language skills are developing well. For example, they respond appropriately to instructions given in Welsh. A majority name shapes and colours and listen to familiar stories read to them in Welsh readily.

### **Care and development: Good**

The responsible individual ensures that safeguarding has a high priority and promotes children's health and wellbeing very successfully. All practitioners have a good understanding of their role and responsibilities in relation to keeping children safe. They implement the setting's policies and procedures appropriately. The arrangements in place for safeguarding children meet requirements and are not a cause for concern. Practitioners encourage all children to take part in various schemes promoting healthy lifestyles, such as tooth brushing, exercise sessions and healthy lifestyle schemes. They implement these schemes very effectively. The setting encourages parents to provide children with healthy snacks, and freshly prepared meals are provided at lunch time. All children have plenty of exercise and fresh air. Hygiene procedures and practices are good and regular hand washing is encouraged. All practitioners have attended safeguarding training and all hold the relevant first aid qualifications.

All practitioners provide good care and support for children. They praise good behaviour and achievements and offer encouragement positively when children try to do things for themselves. As a result, children's behaviour is good. The setting has an effective behaviour policy, which all practitioners implement well. All practitioners

speak to the children in a calm and gentle manner. The setting maintains comprehensive policies and procedures, children's contracts and information forms, risk assessments and daily checklists, to ensure that there are high levels of care.

All practitioners know the children well and have a clear understanding of their individual needs, abilities and preferences. Children receive care that is consistent with their individual routines. Practitioners provide a nurturing and caring environment where the needs of the children come first. All practitioners support children's development skilfully. They know when to intervene to develop and extend children's play and when to step back to allow children to use their own initiative. Practitioners respond well to children's needs and promote their wellbeing effectively. They provide excellent support to develop children's physical, emotional, social and learning needs through dance and song activities, emotion and feeling tasks; and individual, group or child-led play. Practitioners celebrate children's achievements regularly. For example, they gave children stickers as a reward and we heard them saying 'wow' 'well done'.

Practitioners treat all children with dignity and respect. They are good role models, promoting and prompting the use of good manners. They treat all children as individuals and promote equality well through various resources, such as books and toys, and through festivals and celebrations.

The setting has effective procedures to support children with additional needs. They keep parents well informed about their child's progress and involve them appropriately in setting targets. For example reports are sent to all parents informing them of their child's progress.

**Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good**

Practitioners have high expectations for children and work together effectively to plan valuable learning experiences that meet the needs of all children. They ensure that experiences build systematically on existing knowledge, understanding and skills, meeting foundation phase outcomes well. For example, through their observations, practitioners found that children needed more support to recite and sequence numbers from 1 to 10 effectively. They responded by ensuring that there was a strong focus on developing these skills in their planning. Delivery of number related activities this term has had an impact on children's improved ability to recite and sequence numbers successfully. Practitioners ensure regular opportunities to develop children's literacy skills. These include a recent workshop to help parents support their children's language development in Welsh and English and regular visits to the school library. There are good opportunities for children to become familiar with a suitable range of ICT resources in the continuous provision, for example an interactive whiteboard, electronic tablets and programmable toys.

Practitioners model the Welsh language consistently and provide effective opportunities for children to develop their Welsh language skills. These include opportunities for children to join in with the school assemblies and the Eisteddfod.

Practitioners support children successfully to become confident explorers and independent learners. They allow them to plan purposeful activities indoors and outdoors, discuss reasons for their choices and work together effectively. This has supported children to develop positive attitudes to learning, form strong relationships with each other, and learn to respect each other's opinions.

Visitors to the setting and joint school projects support children's understanding of their community and enrich their learning experiences successfully. Practitioners provide practical opportunities for children to learn about sustainability when they recycle plastic milk cartons, paper and food waste. There are valuable opportunities to support children's spiritual, personal and cultural development. Children celebrate and engage in Welsh festivals and they learn about other cultures which supports their understanding and respect of other's traditions.

Practitioners extend children's thinking skills successfully, developing their sense of awe and wonder. Many children enjoy finding creative solutions to problems. For example, when presented with a problem, 'the ducks' nest is not big enough for all the ducks', children discuss how they could help construct a bigger nest with hay and cotton wool in the outdoors enthusiastically.

Practitioners have effective and manageable assessment procedures in place to support children's progress. They use the outcomes of assessments successfully to plan activities which meet the children's needs and interests. There are positive arrangements to identify and support children with additional learning needs. Individual play plans are robust and there are well-established links with parents, professional support within the school and specialist guidance.

### **Environment: Good**

Leaders ensure that children are safe and secure. No visitor can access any part of the setting unless admitted by a staff member. Practitioners demonstrate a good awareness of safety matters. For example, they complete daily risk assessments of indoor and outdoor areas.

The premises are clean and well maintained. Practitioners practise effective hygiene procedures, for example by wiping down tables before food was served. The majority of practitioners have attended food hygiene training. Leaders annually review the Infection Control Audit Tool and act promptly to address any identified issues.



Nearly all children access the toilet and washbasins independently. The toilet and nappy changing facilities are clean and practitioners follow guidelines to promote children's privacy and dignity.

The premises are welcoming, warm and comfortable and provide a good environment for play. Children's work and educational posters displayed throughout the setting contribute towards a stimulating environment. The layout on the whole allows them to move freely and to make effective choices about their play with free access to the outdoor area.

Children's wellbeing is promoted through access to an appropriate selection of toys and equipment both in the play room and in the outdoor areas.

All children have access to an extensive range of age and developmentally appropriate toys and resources for both indoor and outdoor play. The outdoor area is interesting and easily accessible. It encourages active learning such as messy play and physical activities well and includes natural areas for children to explore and learn. There are suitable covered areas, which allow children to play outdoors regardless of the weather. All resources are clean and well maintained.

### **Leadership and management: Good**

The leader has a clear vision for improvement and sets high expectations for all. This ensures that provision has a positive effect on children's progress. The statement of purpose provides an accurate picture of the setting. Effective partnership working contributes successfully to a positive ethos where children and staff feel valued.

The leader keeps the registered person, who is the headteacher of the school, well informed about the setting's progress and activities. The registered person visits the setting daily and practitioners work closely with the reception class teacher to plan for skills development and to ensure that assessments are accurate. The leader plans purposeful opportunities for children to develop their Welsh language skills.

Practitioners identify the setting's strengths and areas for improvement effectively. They complete a robust system of self-review and reflection to ensure improvement in standards of children's learning and provision. The registered person supports practitioners to monitor progress with their improvement plan each term. This provides a valuable opportunity to evaluate the setting's strengths and identify further areas for development. Practitioners recognised children's identification of their feelings to be an area for improvement for wellbeing and planned effective activities to ensure progress.

There are safe and robust recruitment processes in place. Practitioners are suitably qualified and leaders ensure that children have access to a wide range of resources that support their learning effectively, including an inviting outdoor area.

Setting leaders carry out regular staff appraisals and these identify clear improvement objectives and training needs. They provide useful opportunities for practitioners to attend training to develop their professional knowledge and skills effectively. They carry out supervisions suitably. However, leaders have not yet developed formal systems for recording these.

The registered person and the setting leader have a clear understanding of the budget and prioritise expenditure effectively. For example, the setting has purchased additional ICT equipment recently, to provide a wider range of opportunities for children to practise and develop their skills. They monitor the budget carefully and ensure that accounts are audited regularly. This ensures that children benefit from a well-resourced provision. Quality provision and standards achieved by children ensure good value for money.

The setting has a range of successful partnerships that have a positive effect on provision and children's progress. For example, there is a strong partnership with parents that supports children's wellbeing effectively. The setting benefits extensively from the productive partnership with the local school.

## Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) ([www.estyn.gov.wales](http://www.estyn.gov.wales))

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

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Publication date: 26/03/2019