



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

A report on

**Little Inspirations - Llantrisant
Unit C
Llantrisant Business Park
Llantrisant
Pontyclun
CF72 8YW**

Date of inspection: June 2019

by

Care Inspectorate Wales (CIW)

and

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

About Little Inspirations - Llantrisant

Name of setting	Little Inspirations Llantrisant
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Janine Gill
Person in charge	Sarah Brill
Number of places	105
Age range of children	Birth – 5 years
Number of children funded for up to two terms	
Number of children funded for up to five terms	34
Opening days / times	7.00am – 6.00pm
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	21/11/2017
Date of previous Estyn inspection	26/01/2016
Dates of this inspection visit(s)	04/06/2019
Additional information	
There are no children at the setting with English as an additional language.	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Increase opportunities for children to develop information and communication technology (ICT) skills
- R2 Further develop provision for toddlers, to ensure that they have consistent stimulation and challenge
- R3 Ensure that improvement planning includes the setting as a whole and focuses more sharply on targets that have clear timescales and criteria for success

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

Across the setting, nearly all children have a strong voice and make appropriate decisions. They choose activities that interest them and move confidently from one activity to another. Nearly all children use a wide variety of resources independently and many contribute their ideas well for activities and resources. For example, they contributed effectively when planning to build a climbing frame for the outside play area. Many children speak or express themselves clearly and know that practitioners will take good account of their wishes. For example, younger children respond appropriately when asked if they would like the skin peeled off their cucumber and what cereal they would like for breakfast.

Nearly all children are happy, comfortable and relaxed with practitioners. They know the routines very well and settle quickly. Nearly all children form positive attachments to their key workers and have very good relationships. A very few children who take longer to settle, receive individual attention and lots of support from practitioners. Nearly all children are content and express their enjoyment through smiles and laughter. They are proud of their achievements and respond well to praise from practitioners. For example, children are very proud of their completed drawings and show them to practitioners and their friends.

Nearly all children behave extremely well. They are developing an understanding of right and wrong and practitioners manage their behaviour effectively. Many children take turns, share resources and help each other. They are forming friendships with others and play happily alongside each other. For example, two toddlers sat together with a book, pointing at the pictures and laughing. Most children are polite and use 'please' and 'thank you' appropriately. They respond positively to requests from practitioners, such as helping to tidy up.

Nearly all children enjoy their play and learning. They engage in a very good range of activities and persevere to complete tasks. For example, blowing bubbles with large wands. Most children join in enthusiastically with singing in English and Welsh and enjoy participating in action songs from a young age. They have good self-help skills and are becoming independent learners. They use the toilet independently and wash their hands with appropriate levels of support from practitioners. Nearly all children have good opportunities to develop independence at snack and meal times. For example, younger children pour their own drinks and older children serve themselves and clear away.

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 in developing skills from their differing starting points. They acquire new knowledge and skills effectively as they explore their learning environment and try out new experiences.

Many children listen attentively and talk about their activities with confidence. They follow instructions well, for example when operating a pre-programmable toy. Most sing songs in English and Welsh and join in with actions enthusiastically. Many children enjoy listening to stories and talk about the illustrations eagerly. They recognise their names at circle time and a few identify the initial letters. Many children are interested in writing and enjoy opportunities to mark make, including drawing faces on white boards and using their favourite colours to draw houses.

Many children are developing appropriate early number skills. They count to 10 reliably and a few count to 20 with support. A few children recognise numerals and copy them with support. Many children demonstrate a sound awareness of number in their play, such as when counting legs on different toy bugs. They are beginning to use appropriate mathematical language competently during their play, for example when recognising that slices of cucumber are round and wooden blocks are long.

Many children are developing appropriate problem-solving skills, for example when working out how to change the colour of their magic potions using coloured sand. Most enjoy physical activities and are developing their skills effectively. They use outdoor equipment well to develop their co-ordination, such as using a climbing frame and riding balance bikes. They use a range of small tools with good control and accuracy, including looking at insects with magnifying glasses.

Many children take pride in their work and their creative skills are developing well. For example, they use mud, sand and soapy water to make potions in the mud kitchen. Most children behave well, share resources willingly and play collaboratively with one another. They are beginning to consider the needs of others, such as holding a bottle steady for another child to fill it with water.

Many children are beginning to develop ICT skills appropriately. With support, they programme electronic toys around a floor grid to reach specific squares containing bugs. A few children understand that they need to operate switches to make something happen, such as when playing with torches and colour changing cubes.

Many children's Welsh language skills are developing well. They respond appropriately to simple words and phrases used within everyday routines. For example, they ask for the drink they would like at snack time and name a few shapes and colours in their play. Many children join in enthusiastically with actions for their favourite songs and rhymes and a few join in with the words.

Care and development: Good

Practitioners place a very high priority on children's health and safety. Nearly all practitioners have attended relevant and up-to-date training in safeguarding, food hygiene and paediatric first aid. They are all familiar with key policies and are knowledgeable about their responsibilities. Safeguarding has a high priority. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners ensure that children have very good opportunities for children to live healthily. An excellent variety of healthy meals and snacks are offered to the children. The cook attends training on up-to-date nutrition guidance and works closely with local authority nutritionists and dietitians. Practitioners reinforce the importance of oral health by encouraging children to brush their teeth as part of the 'Design to Smile' initiative. Hygiene practices and procedures are good. Practitioners provide children with very good opportunities to be physically active. For example, they experience a variety of opportunities to sing and move through action songs, play in the ball pit and soft play area and climb, balance and run in the outdoor play area.

Practitioners use positive behaviour management strategies effectively and deal very well with unwanted behaviour issues. They show great affection and respect towards the children and this leads to a calm and happy atmosphere. Practitioners model good manners and give consistent reminders about sharing and playing nicely together. They praise children's good behaviour and achievements, reinforcing their self-confidence.

The setting has robust systems in place to support children with additional learning needs. Practitioners are very knowledgeable about individual needs. They work closely with parents and key professionals to ensure appropriate support is in place. They use one page profiles and individual play plans effectively to record children's needs and to identify strategies to support them. As a result, practitioners plan effectively to meet the needs of nearly all children.

Practitioners promote children's development very well and provide a caring and nurturing environment. They know the children and their families well and understand their needs and preferences. For example, they ensure that babies follow individual sleep routines. Key workers monitor development effectively by recording detailed and meaningful observations. They effectively identify next steps in learning and plan opportunities for children to achieve their goals. However, there are fewer opportunities for toddlers to practise and consolidate the skills they acquire.

Practitioners provide good opportunities for children to develop socially and emotionally. Practitioners plan suitable fund raising activities for a number of local charities and children have visited a nearby care home. These activities contribute to children's understanding of their local community effectively.

The setting plans valuable opportunities for children to develop their knowledge of the Welsh language and respond appropriately to simple questions and commands. For example, one child responded “dwr”, when asked what they would like to drink.

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

Practitioners have a good understanding of how young children learn. They work very well as a team and plan a wide range of imaginative and stimulating activities for all children. These activities reflect the ethos of foundation phase well and provide valuable opportunities for children to make choices and learn through their independent play. Practitioners ensure that children follow their own interests, for example by providing an outside area where they explore bubble making.

There is an appropriate balance between adult-led tasks and children’s independent learning. Practitioners have a warm and caring working relationship with the children. This promotes an ethos of co-operation and mutual respect, where all children are encouraged to try their best.

Practitioners provide an inclusive learning environment for all children and are aware of those who require extra support and intervene sensibly. For example, during whole group sessions they sit with children to help them focus and sustain attention and adapt planned activities to ensure they match closely to the needs of nearly all children.

Practitioners model language well and encourage children to use the correct vocabulary for activities. For example, they model words such as backwards and forwards when programming an electronic toy. They use purposeful questioning to challenge children to clarify ideas and solve problems well, for example when helping children to decide how to use real vegetables in the role play area.

There are many beneficial opportunities for children to develop their literacy and numeracy skills across other areas of learning. Provision for children to develop ICT skills is in the early stages of development. The setting is beginning to plan suitable activities for focused teaching. However, there are limited opportunities for children to use ICT resources naturally in their play and across areas of learning.

Practitioners plan well to promote cultural diversity through purposeful activities and by using appropriate books and resources. For example, children learn about the Chinese New Year celebrations by tasting Chinese food and comparing it to their own.

Practitioners provide worthwhile opportunities for children to use Welsh as part of the daily routine, such as asking them about the weather. They encourage them to join in with rhymes and respond to simple questions. Practitioners provide suitable opportunities for children to learn about Welsh culture and traditions. For example, they celebrate St David’s Day and recently held a ‘proud to be Welsh’ day to promote their heritage and the language.

The setting makes good use of visits and visitors to enrich children's learning. They recently visited the Royal Mint, a local residential home and have watched chicks hatch in the setting. This provides children with beneficial opportunities to learn about the world around them. Practitioners know the children well and use firmly established assessment procedures successfully to monitor children's outcomes accurately. For example, they use their findings from observations of activities and experiences to plan the next steps in individual children's learning effectively.

Parents and carers are kept well informed about their children's progress, through formal and informal meetings, social media and useful written reports.

Environment: Good

Children are cared for in a safe and secure environment. No visitors can access the setting unless admitted by a member of staff. Leaders ensure that robust procedures are in place to ensure that safety checks for firefighting equipment, oil and electricity are carried out in a timely manner. All rooms are kept clean and are very well maintained. Toilets and nappy changing facilities comply with infection control guidance and practitioners are respectful of children's privacy and dignity.

Practitioners demonstrate good awareness of safety issues and ensure that all risk assessments are completed thoroughly. They carry out daily checks for indoor and outdoor play areas and closely monitor room temperatures. Practitioners undertake regular fire evacuation drills with the children and are confident with the procedure.

The premises are warm and welcoming and have a friendly atmosphere.

Practitioners display children's work thoughtfully in the playrooms, which promotes their self-esteem and feeling of belonging. There is plenty of room for children to play and rest with separate rooms for sleeping, reading and sensory activities. The playroom for children over two years of age has an excellent range of resources that are bright, stimulating and stored at low level. Children access resources independently as they can see what is on offer and know where to find them.

Practitioners ensure that babies have a very good variety of resources at their level. This allows babies to move freely between resources that are stimulating and promote sensory and physical development well. The toddler room has recently undergone improvement. For example, leaders have purchased additional furniture to provide dedicated areas for activities such as role play and reading. Although the layout of the room allows children to access resources independently, the resources in this area do not always provide sufficient stimulation and challenge for them.

Practitioners make very good use of the outdoor play area. Children over two years of age have access to wide range of valuable opportunities to be physically active, for example by using the climbing frames, slides, bikes and balance boards. The large outdoor classroom and mud kitchen promotes children's learning and imaginative play well. This area is stimulating and promotes children's curiosity and sense of adventure. Children under two years of age also have access to a suitable large outdoor play area with age appropriate equipment such as low level climbing frame, sand pit, construction area, reading area and a mud kitchen.

Leadership and management: Good

The responsible individual and leaders have a clear vision for ensuring children enjoy their time at the setting and are actively involved in their learning. This is shared with practitioners and parents and carers successfully. Although the leaders are relatively new to their posts, they work effectively with the responsible individual and have high expectations of themselves and others within the setting. The responsible individual and leaders ensure practitioners understand their roles well. They use the appraisal system well to provide high quality support for practitioners to enable them to improve their practice and increase their range of skills, as well as to promoting their wellbeing. For example, they have held sessions to promote physical fitness and healthy eating. Leaders place great emphasis on providing a range of purposeful training opportunities for practitioners, which include in-house training and those provided by the local authority. For example, recent training courses include the development of processes for supporting children with additional needs as well as mandatory courses such as first aid and food hygiene. The support given to practitioners and the effective training arrangements are particular strengths of the setting.

The responsible individual works closely with leaders to ensure that policies are up-to-date and helps to make important decisions about funding and provision. The setting considers local and national priorities well, such as promoting healthy living. The setting has safe and effective processes for the recruitment and deployment of practitioners. Leaders ensure that there are sufficient suitably qualified practitioners to meet the needs of children in all rooms.

The setting has good arrangements to identify its strengths and areas for development. Leaders prioritise areas for improvement according to those that will have the greatest impact on safety and children's outcomes. They gather the views of parents and carers, staff and children appropriately and act on suggestions thoughtfully. However, plans lack appropriate timescales and criteria for success to provide clarity on when the setting will achieve targets and how well they impact on children's learning and wellbeing.

The setting has a range of worthwhile partners who have a positive effect on provision and children's outcomes. There is a strong partnership with parents and carers and they speak highly of the service. Practitioners make very effective use of social media to provide them with daily updates on what children have been doing and eating, as well as information about events and opportunities for them to provide feedback to questionnaires.

The setting has valuable links with local schools, which benefits all children's transition. Practitioners work closely with the local authority advisory teacher and act on her advice and guidance diligently. A good example of this partnership is the recent re-organisation of the learning environment and development of practitioners' planning.

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)

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

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

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Publication date: 06/08/2019