



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



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: January 2016

by

Care and Social Services Inspectorate Wales (CSSIW)

and

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

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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About the setting

Name of setting	Little Inspirations
Category of care provided	Full Day Care
Registered Person(s)	
Responsible Individual (if applicable)	Jenine Gill
Person in charge	Gina Davies
Number of places	104
Age range of children	0 to 8 years old
Number of children funded for education	Three
Opening days / times	7.00am to 6.00pm Monday to Friday
Language of the setting	English
Date of previous CSSIW inspection	20 November 2014
Date of previous Estyn inspection	March 2012
Dates of this inspection visit(s):	26 and 27 January 2016
Additional Information	
The setting provides care through the medium of English with the use of incidental Welsh.	

Report summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Adequate
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Develop children's early writing skills
- R2 Provide greater opportunities to develop children's problem-solving skills
- R3 Review the structure of the daily timetable for babies to allow for greater choice of activities to foster their independence
- R4 Improve the method of ensuring site security
- R5 Improve consistency in the application of good hygiene procedures

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 express their views well and make choices in line with their age and stage of development. They communicate clearly and know that practitioners will respond appropriately to their needs and wishes. Nearly all children decide what they would like to do. Older children contribute ideas towards planning and these are included in medium-term plans. For example, children often suggest cooking as this is a popular activity that they enjoy. Additionally, younger children in the pre-school room choose whether to have a nap after lunch.

Most children have secure bonds of affection with practitioners who care for them and therefore are usually happy and settled. Most children enjoy their time at the setting. Most older children are beginning to form sound friendships. They are generally confident learners willing to try new things.

Almost all children co-operate well with their peers and the adults caring for them. Behaviour is excellent. Nearly all older children play together appropriately, sharing toys and resources well. Nearly all children sustain interest in tasks and do not flit from one activity to another. For example, a group of children spend a long time making porridge and feeding the three bears. Older children delight in playing with radio controlled cars while a few under twos enjoy playing with shaving foam and other messy play activities. Most older children talk confidently about what they are doing. Children look after their environment well and most children treat toys and resources with care and respect.

Most children make good progress in their self-help skills. Nearly all younger children attempt to feed themselves at snack and meal times. Older children serve themselves from larger platters and bowls, which promotes their social and independent skills. Babies and toddlers have time either to walk or crawl from one area of the nursery to another promoting their independence and physical development. Nearly all children access appropriate activities, which supports their on-going development well.

Learning (only applies to funded children)

Good

Most children make good progress during their time at the setting. They listen carefully and respond to adults appropriately. Many talk eagerly and in detail about their play and learning, using a range of suitable vocabulary. For example, they describe the pet fish in the setting and explain how they look after them. Nearly all children join in enthusiastically when singing songs and rhymes. Most children enjoy listening to stories and pay good attention to the person telling the story. A few remember phrases from the story and repeat these along with the reader. Many children are beginning to handle books as readers. When using headphones to listen to a story, they follow the pictures and turn the pages at the right time. A few use a range of tools and writing equipment to make marks on a variety of surfaces, but overall children do not make the most of the opportunities on offer to practise these skills.

Children's numeracy skills are developing well. Most children count to ten along with an adult, and a few, who are more able, count to twenty. Many children identify simple shapes and trace them in the air. Nearly all children join in when reciting the days of the week and a few name the day of the week correctly.

Most children are developing good personal, social and emotional skills. They actively join in group activities and are polite and courteous during snack time. A few children persevere well when faced with challenges and problems to solve. For example, they sustain concentration and interest when making a picture of a house out of shapes or sieving porridge oats and glitter through a mesh. Overall, children's problem solving skills are not well developed. Most children use a range of information and communication technology (ICT) equipment confidently. They control cars remotely, operate a programmable toy correctly and use headsets to listen to stories and songs.

Many children develop increasing expertise when using small tools and apparatus and have good fine motor skills. For example, they use scissors well to cut patterns in snowflakes. They take part in a range of physical activities showing balance and control and move rhythmically to movement when enjoying singing and dancing.

Most children make good progress in developing Welsh language skills. They respond to commands given in Welsh, join in with songs and rhymes and are beginning to name colours in Welsh. Many answer questions about how they are feeling appropriately.

Care and development	Good
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Safeguarding is generally given a high priority within the setting and underpins practice and routines to ensure that children, staff and visitors are kept safe. There are an appropriate number of practitioners in all base rooms with the necessary training in paediatric first aid and safeguarding to ensure children's safety. Practitioners ensure that children with food allergies have a suitable diet and record appropriately their individual needs. A three-week rolling menu provides a varied and freshly cooked nutritious diet for all children.

Practitioners deal with children's health issues in a robust and timely manner. Risk assessments are detailed and well written and practitioners undertake daily safety checks of equipment. The management team is committed to providing a safe environment in which children can play and learn. For example, managers audit a range of health and safety issues regularly to identify trends or problem areas to address. A few issues relating to hygiene routines were brought to the attention of the responsible individual during the inspection as not all practitioners implemented the setting's policies consistently.

Practitioners act as good role models of behaviour and treat one another and the children with care and respect. They are consistent in their approach to managing children's behaviour. Expectations of behaviour are high and management of children's behaviour is positive, warm and encouraging. As a result, children's behaviour is excellent. Routines are well established and most children know what the expectations are. Practitioners undertake their roles efficiently with a high degree of confidence.

Practitioners promote children's development through careful planning and evaluation. They assess individual children's needs well and there is a clear system of assessment from babies through to pre-school. The setting provides good support for children identified with additional learning needs. It works effectively with parents and other agencies such as physiotherapy and occupational therapy to meet the needs of these children. Good use is also made of advice from specialist agencies such as local authority advisory staff, speech therapist or epilepsy nurse. If needed, older children have individual play plans to help address any additional needs. These are detailed and of high quality. Nearly all practitioners are sensitive to the needs of the children and plan activities accordingly. However, the timetable for the under twos does not provide enough of a balance between child-led and adult-led activities. As a result, there are not always enough opportunities for children to make choices to foster their independence. This is particularly the case for the younger children.

Teaching and assessment (only applies to funded children)	Good
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The setting provides a good range of stimulating learning experiences. Practitioners plan well to develop children's skills effectively through a range of interesting activities across all areas of learning. They use the Literacy and Numeracy Framework successfully to focus on developing children's literacy and numeracy skills in particular, and to build on their prior learning. For example, practitioners have identified a need to develop early writing skills and have introduced more opportunities to practise mark making in many areas of the setting. Practitioners provide children with beneficial opportunities to try new skills, such as when using the wide range of ICT equipment, but there are not always enough opportunities for children to develop their problem solving skills.

Practitioners involve children suitably in planning activities and children have good opportunities to decide what they would like to learn or do. The setting provides a beneficial variety of visits and visitors to enhance the curriculum. For example, children visit a local pet shop when learning about animals.

The setting provides worthwhile opportunities for children to learn about Welsh culture and traditions and to hear and practise using the Welsh language. Practitioners use Welsh throughout the day to give praise and encouragement and for commands and routines. They introduce children to a good range of Welsh songs and rhymes as part of the setting's routines and celebrate St David's Day.

Learning experiences foster children's spiritual, moral, social and cultural development well. They grow vegetables in the garden and care for the pet tortoise and fish. The setting promotes recycling and saving energy appropriately. Practitioners encourage children to recycle paper, cardboard and food waste and to switch off taps and lights.

Practitioners have good working relationships with the children. They manage children's behaviour well through praise and positive reinforcement. They have a sound understanding of good Foundation Phase practice and provide many valuable opportunities for children to learn through play and activity. Adult-led activities proceed at pace and sustain children's interest. Practitioners use questioning

effectively to challenge children and to extend learning. They develop children's thinking skills appropriately through questions such as, 'What happens to the cucumber when we keep it in the fridge?'

Procedures for assessment are strong. Practitioners make good use of direct observation to ensure that they plan for children's next steps. Records are comprehensive and build up a clear picture of a child's strengths and areas for development. Practitioners keep parents well informed about their child's progress through informal and formal meetings and a useful written report.

Environment	Adequate
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Leaders and managers ensure that the premises are well maintained and children are cared for in a clean, orderly environment. For example, there are effective systems in place for cleaning including the employment of a housekeeper who is responsible for ongoing cleaning and general maintenance.

The setting is well resourced and provides a stimulating and inviting environment. All rooms are well organised to allow children free access to resources. Resources are stimulating and promote children's interest and curiosity. All base rooms have direct access to the outdoor play space. The outdoor space is a valuable additional play and learning space for children and practitioners use it to develop children's wellbeing and skills effectively. There are enough resources to ensure that all children have choices in their play and learning. Equipment and furniture is of high quality and is well maintained, fit for purpose and appropriate for the different age ranges of the children.

Practitioners, leaders and managers are generally conscientious regarding their health and safety responsibilities. They ensure that regular safety checks are undertaken and complete daily risk assessments appropriately. However, in order to gain access to the nursery, the current system places a heavy reliance on parents and visitors following the procedure correctly. During the inspection, not all parents and visitors followed the agreed procedures, which meant that on occasions the setting was not as secure as it should be.

Leadership and management	Good
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Leaders have a clear vision for the setting and share this vision with all staff and parents. They are committed towards providing a high standard of care and education for all children at the setting. Leaders update the setting's statement of purpose regularly and it provides an accurate picture of what the setting provides. The setting complies with all relevant regulations and regularly exceeds the national minimum standards. The responsible person maintains an overview of the work of the setting and the person in charge keeps her well informed about developments or any issues that arise.

The setting has a culture of developing its staff and in encouraging them to take on responsibilities. The person in charge and the responsible person have high expectations of staff and challenge them to do their best. All practitioners have up-to-date job descriptions that make their responsibilities clear. A system of regular

appraisal and supervision makes sure that all practitioners are aware of their roles and responsibilities and that they address areas identified for improvement successfully.

The setting has effective processes for the recruitment and deployment of staff. There are enough suitably qualified practitioners to fulfil their roles and to support the needs of all children effectively. There are generally sound procedures to ensure the safety of all children and staff and leaders review these regularly. Leaders have suitable systems to make sure that all staff are aware of policies and agreed procedures. For example, practitioners meet to review risk assessments annually. This generally ensures a consistent approach across the setting.

Practitioners meet regularly to receive training and to monitor and evaluate progress. They implement agreed actions from meetings, and there is a sustained focus on making progress against the setting's priorities. Spending decisions relate well to the setting's priorities and leaders regularly assess the quality and sufficiency of resources.

The setting has effective systems to evaluate its performance. Lead practitioners in each room monitor the outcomes for children in their sector and this feeds into an overall picture of the setting. Self-evaluation draws suitably on first-hand evidence and takes into account the views of parents and carers. Leaders at all levels act on the information from self-evaluation. They draw up appropriate action plans that identify clear priorities for each sector and monitor progress towards targets well. As a result, practitioners have improved outcomes and provision for children. For example, practitioners have increased the amount of Welsh used in the setting by both adults and children and have improved the provision for ICT.

Partnerships with parents are strong and make positive contributions to children's wellbeing. Leaders keep parents well informed about the setting's work through regular newsletters, an informative website, social media and noticeboards of events and visits. Practitioners make good use of support from the local authority advisory teacher to keep staff up-to-date about local and national initiatives and to improve Foundation Phase practice.

Appendix 1

Responses to parent questionnaires

denotes the benchmark – denotes N/A.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	20	16 80%	4 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		-	-	-	-	-	
My child likes this setting.	19	17 89%	2 11%	0 0%	0 0%	1	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		-	-	-	-	-	
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	20	16 80%	4 20%	0 0%	0 0%	0	Derbyniais wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		-	-	-	-	-	
My child was helped to settle in well when he or she started at the setting.	18	16 89%	2 11%	0 0%	0 0%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		-	-	-	-	-	
My child has a keyworker who ensures that his or her needs are met.	20	14 70%	5 25%	1 5%	0 0%	0	Mae gweithiwr allweddol gan fy mhlentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		-	-	-	-	-	
My child is making good progress at the setting.	19	16 84%	3 16%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		-	-	-	-	-	
Children behave well in the setting.	15	13 87%	2 13%	0 0%	0 0%	5	Mae plant yn ymddwyn yn dda yn y lleoliad.
		-	-	-	-	-	
Care is good.	20	16 80%	3 15%	1 5%	0 0%	0	Mae'r gofal yn dda.
		-	-	-	-	-	
Teaching is good.	18	15 83%	3 17%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		-	-	-	-	-	
Staff treat all children fairly and with respect.	17	14 82%	3 18%	0 0%	0 0%	3	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		-	-	-	-	-	
My child is encouraged to be healthy and to take regular exercise.	15	15 100%	0 0%	0 0%	0 0%	5	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		-	-	-	-	-	

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	20	16 80%	4 20%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
My child receives appropriate additional support in relation to any particular individual needs.	14	11 79%	3 21%	0 0%	0 0%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	20	14 70%	4 20%	2 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the setting with questions, suggestions or a problem.	20	14 70%	6 30%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
I understand the setting's procedure for dealing with complaints.	18	11 61%	6 33%	1 6%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
My child is well prepared for moving on to school.	16	13 81%	3 19%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
There is a good range of activities including trips or visits.	18	9 50%	8 44%	0 0%	1 6%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The setting is well run.	20	14 70%	6 30%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.wales) (www.cssiw.org.uk)

Appendix 3

Glossary

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four-year-olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh</p>
Professional Association for Childcare and Early Years (PACEY)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>
National Day Nurseries Association (NDNA)	<p>This organisation aims to improve the development and education of children in their early years, by providing support services to members.</p>
Wales Pre-school Providers Association (WPPA)	<p>An independent voluntary organisation providing community based pre-school childcare and education</p>