



## Inspection Report

**Little Inspirations Nursery Rhydyfelin**

**Rhydyfelin Childrens Integrated Centre  
Holly Street  
Rhydyfelin  
Pontypridd  
CF37 5DB**



**Date Inspection Completed**

*27/5/22*

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## About Little Inspirations Nursery Rhydyfelin

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Little Inspirations Ltd
Registered places	65
Language of the service	English
Previous Care Inspectorate Wales inspection	11//9/17
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

<a href="#"><u>Well-being</u></a>	<b>Excellent</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Excellent</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Excellent</b>

For further information on ratings, please see the end of this report

### **Summary**

Nearly all children are extremely happy and enjoy their time at the setting. They have excellent opportunities for play and learning within a very nurturing setting. Nearly all children interact well and form close bonds with their peers and staff. They have numerous opportunities to develop skills for independence. They learn valuable skills through an extensive range of high quality play experiences.

Staff are professional, qualified, and work together effectively as part of a team. They have a particularly good understanding of how to keep children safe and healthy. Staff implement robust and clear policies and procedures, including Covid-19. They plan an excellent variety of interesting and fun activities, to support children's development. Staff keep detailed records of children's progress, and the setting has strong links with agencies to support any identified needs.

The environment is clean, extremely welcoming, and well organised, with best use made of the space available. The outside area is great strength, providing an extremely interesting, stimulating, and safe area. There is an excellent selection of well-maintained and superior quality resources both inside and outside. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks consistently.

The leadership and management of the setting is strong. People who run the setting are passionate and committed to providing high quality childcare. They have extremely thorough processes in place to monitor the quality of the setting. People who run the setting are proactive in keeping up to date with current childcare practice and changes to legislation. They manage the recruitment and employment of staff well and staff are committed to providing excellent care for the children. There is a clear culture of continuous improvement and building strong partnerships with parents and others for the benefit of the children.

Children have a strong voice. They can speak confidently and have very many opportunities to make choices. They decide what they would like to play with from the very many activities on offer, both inside and outside. Younger children choose from a particularly good range of developmentally appropriate and stimulating resources. This promotes their all-round development, enabling them to follow their own interests with confidence. For example, a child showed interest in the sand tray, putting their hands in it. They are supported enthusiastically by staff to explore the texture and make shapes in it, which they clearly enjoy.

Children are happy, relaxed, and confident. They are developing their social skills well and in line with their ability, age, and stage of development. They are developing strong attachments with staff in their base area, and they are comfortable to approach familiar people when they need help or reassurance. Children feel secure by knowing the daily routines and confidently respond to directions from staff. For example, children spontaneously, and very often approach staff for cuddles and babies held up their arms as they displayed signs of wanting a nap. Children playing alone, are content and soon joined by other children and staff in their games. Children clearly enjoy the praise and positive comments from staff, smiling proudly. Children take delight in playing outside and there was a lot of laughter as they played freely, running around, and seeking out their preferred activities.

Children are learning to behave very well. They naturally use good manners, respect each other and share. Children enjoy circle time outside. Nearly all sit appropriately listening and engaging enthusiastically in a story or talking about the weather. Children are successful in sharing resources and very few incidents required staff intervention. Nearly all children sit together at mealtimes, chatting with each other and staff, listening to others talking about subjects that are important to them. For example, what they are going to do on the weekend and the Queen's Platinum Jubilee tea party. Children who do not want to engage are supported by staff, to find an activity they like and could sit when they were ready

Children have excellent opportunities to develop new skills with the play and learning experiences available. The children are curious and engaged learners who value the chance to explore the environment. The emphasis is on free play but there are also some structured, adult led activities, which most children participate in and enjoy. Children are very engaged in their chosen play throughout the nursery. For example, sieving flour in the tuff tray, cooking and dressing up in the home area, and learning to pedal a trike outside. Others enjoy building towers out of blocks, learning to balance them in a way to be steadier and laughing as they fall down. Babies smile as they clap to music, learning to make sounds and rhythms.

Children are successfully learning to become independent learners and develop their self-help skills in line with their age and stage of development. They are given time to do things

for themselves such as putting on their wellingtons and coats to go outside. At mealtimes, they pour their drinks, cut up fruit and spread butter on crackers. They enjoy helping to tidy up and are becoming proficient in dressing themselves after using the toilet or putting on aprons for messy play. Babies are becoming increasingly social and independent. They readily explore their playroom, accessing toys they would like to play with. Babies can develop skills to eat independently because they are given suitable cutlery and varying degrees of support.

Staff have a clear understanding of their roles within the setting. They are effective in keeping children safe and healthy because they confidently follow the setting's policies and procedures. Staff have access to a good range of training opportunities, and this supports them to be confident in their role. They are clear about their responsibilities in relation to child protection concerns and medical needs. They ensure that there are up to date and detailed health-care plans in place for children, where necessary. Staff are aware of the updated Wales Safeguarding Procedures and the revised Additional Learning Needs legislation. They supervise children very well and implement safe hygiene procedures. There are a number of healthy initiatives in place at the service such as the Healthy and Sustainable Pre-school scheme. They are preparing to restart the Designed to Smile tooth brushing scheme, ensuring that pre-school children brushed their teeth after snack. They provide healthy meals and snacks, and children have free access to their beakers of water during the session. Staff support children to be physically active and this includes very frequent or free access to the outside play area. Staff clearly record accidents and incidents, and these are monitored regularly to identify any trends, which may need to be addressed.

Staff manage children's interactions sensitively and with exceptional skill. There is a comprehensive behaviour management policy in place which staff implement confidently. They know the children as individuals and have a sound understanding of child development, and its impact on children's behaviour. Staff consistently use positive language and praise, which enhances children's well-being. They offer simple, clear explanations, and encourage kind behaviour. On the rare occasion behaviour staff needed to manage behaviour, they implemented consistent and positive strategies in a calm and patient manner. Children respond positively to instruction, such as to slow down or to use kind hands. Staff are nurturing and act as good role models. For example, using good manners, apologising if anything negative occurs and listening to other staff. They encourage children to be kind to each other, to help tidy up, and they sit with them for their meals to promote their social skills.

Staff are motivated, qualified, and keen to effectively promote children's development. They monitor children's progress effectively, carrying out regular observations and using developmental progress tracking systems well. Staff effectively support children displaying any emerging additional needs. Their needs are monitored, with additional support sought from a range of relevant professionals. Staff communicate with each other consistently and are aware of their individual roles in delivering nurturing, responsive care. Staff attend to children's personal needs promptly and discretely. They treat children with respect and value them as individuals. The setting has been involved in piloting the New Curriculum for Wales and are reviewing how activities are planned and how children are observed, so they can adapt procedures to the new way of working. Staff have undertaken a number of training courses, which allows them to care for and support children confidently. They kneel to the children's level and use calm voices to guide them. Good eye contact and positive

expression provide children with reassurance. Many staff use the Welsh language naturally, during activities and children engage well with this.



**Environment****Excellent**

People who run the setting provide a safe, well-maintained, and very welcoming environment. They have detailed risk assessments for all areas of the environment and many activities, and these are reviewed on a regular basis. They ensure that annual maintenance and safety checks are completed in a timely manner. There is a secure system for entry to the setting and staff ensure that all visitors sign into the service. There are health and safety reminders around the setting, such as posters outlining fire evacuation, Covid-19, and hygiene procedures. A member of staff is designated as a health and safety champion. Nearly all staff are trained in a range of health and safety matters, including first aid.

People who run the setting have organised the space to a high standard and with children's needs at the forefront of the ideas. Areas are light and decorated in neutral colours with many natural materials, providing a calm ambiance. They provide inviting, well-equipped play areas for different aged children, with good nappy changing/toileting facilities. Staff adapt areas for children to sleep. We discussed the location of the sleep area for the over twos as it was noisy, being located next to the dining and nappy changing areas. However, children were familiar with their sleep routine and settled to sleep quickly. Play areas are welcoming and homely, set up to reflect the real world, such as a large home area with a dressing table, music area, diversity, and book areas. There are designated dining areas and the older children's dining area is set up with real cutlery and crockery, with a vase of flowers on the table. A sensory room is available along a corridor. People who run the setting utilise another area of the building for the out of school and holiday care services. They have risk assessed the rooms, but it was not in use at the time of the inspection visit. They have designed the environment so that children have the option to play in the outdoors regularly as it is accessible for most of the session. The outside area has been extensively renovated with a separate area for babies. There are numerous, well thought out areas for children to play imaginatively and develop their physical skills. Walls are adorned with mirrors and objects to stimulate children's thinking and develop their fine motor skills.

People who run the setting ensure that there are plenty of excellent resources to stimulate the children's interest and imagination. Play resources are varied and highly suitable for the age of the children who have access to them. Staff change learning areas regularly, to maintain children's interest and extend their skills. There is an extensive range of superior quality, real life resources, such as musical instruments, pots and pans and crockery. People who run the setting have risk assessed the resources and monitor the use of real items closely. It is a very rich environment for play and learning. People who run the setting ensure that the resources are easily accessible to children, as they are visible and stored at their level. They invest time and finances in furniture, toys, and equipment in every area of the setting. This ensures that children can always access developmentally appropriate resources that promote their curiosity.

## **Leadership and Management**

**Excellent**

People who run the service are skilled, experienced and manage the service very well. There is a clear and inspirational vision for the service outlined in the Statement of Purpose. There is a strong ethos of child-centred care, and this is evident when you speak to managers and staff. There are detailed policies and procedures in place that are reviewed and updated as and when required. They give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes. People who run the setting are very aware of national priorities and developments in childcare. Staff maintain daily records well. Some minor changes were made to policies and records during the inspection to further clarify and strengthen some areas.

People who run the setting have a robust system to review the quality of the service they offer. All relevant parties contribute to an effective self-evaluation process and create a culture of continuous improvement. They fully respond to parent, staff, and children's requests. People who run the setting set high expectations of themselves and staff. They submitted the Self-Assessment of Service Statement (SASS) to CIW appropriately. This included a comprehensive report of their quality of care review, including their plans for future improvements.

People who run the setting have effective systems in place to recruit, induct and employ staff. Staff files evidence that all the required checks and information required by regulations, is sought prior to staff starting work. Daily records such as attendance and staff rotas show that enough staff are employed for the numbers of children attending. The person in charge is not included in staff: child ratios and is knowledgeable and skilled in the management of the setting on a day-to-day basis. Staff take responsibilities for specific areas such as health and safety, providing them with opportunities to further their development. There is a strong culture of continuous development, as the leaders and staff are proactive in identifying any training opportunities that extends their knowledge of childcare. Leaders monitor staff professional development and progress through one to one supervision and an annual appraisal. Leaders carry out various risk assessments for staff who require them for example, during the Covid-19 pandemic. Action plans are drawn up to support staff following any assessment. Staff told us they felt supported to do their jobs to a high standard. There is a strong team ethos and their sense of pride in their roles was palpable throughout the setting.

People who run the setting have established systems to enable them to work in close partnerships with parents. They seek detailed information about their children's needs and preferences, and they keep parents well informed via newsletters, emails, notices on display in the setting and by regularly updating them through an electronic 'app.' Parents tell CIW that they are very happy with how the setting communicates with them and keeps them updated regarding their child. People who run the setting and staff have established effective links with a wide variety of external organisations and individuals such as the local

authority and childcare support organisations. They have useful links with health visitors, schools, and other professionals that they can call on to support children with emerging additional needs. They proactively engage with consultations regarding childcare matters such as piloting the new Curriculum for Wales.

**Recommendations to meet with the National Minimum Standards**

None

None

Summary of Non-Compliance	
Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

**Date Published** 22/07/2022