



## Inspection Report

**Little Learning Tree**

**Llandinam CP School  
Llandinam  
SY17 5BY**



**Date Inspection Completed**

16/09/2021

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## About Little Learning Tree

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Powys County Council Child Care and Play Services
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	15 November 2016
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

## **Summary**

Children are developing successfully; their welfare and wellbeing lies at the heart of this service. Children are settled, happy and comfortable. The children are beginning to understand their feelings and are becoming sensitive to others. The children co-operate, take turns, share and are developing a sense of right and wrong. They enjoy their play and learning within an environment that is stimulating and child friendly. The care staff know, understand and meet the individual needs of children. Care staff provide a nurturing and caring atmosphere and respect and promote the development of all children. Leadership is effective. Staff are encouraged and supported to develop their skills and experience and there are good partnerships with parents and other childcare professionals. People who run the service promote safe practices and a culture of safety. They support and challenge everyone to do their best, setting high expectations. People who run the service follow safe recruitment processes. English is the main language used and the service does not currently provide the Welsh Language 'active offer'. However, basic Welsh language words, phrases and rhymes are used.

## Well-being

Children feel safe, happy and valued at the setting. Some children look to care staff for reassurance but others confidently engage with visitors. Some children introduced themselves confidently to us. Children are active and express enthusiasm and enjoyment. Children are forming relationships and have a sense of belonging. One child happily approached a member of care staff to encourage them to play hide and seek.

Children are very confident communicators. Their wants, moods and needs are fully considered. Children share their needs and care staff react to them. One child did not want to listen to story time, *"I want to do this"*, so care staff gave them the jigsaw and they completed the jigsaw quietly while others listened contently to the story. While listening to a story in the woods children ask questions about the story, one little girl suggested it was like Old McDonald and the staff and children sang along together. Children confidently help themselves to resources, taking out toys while other children point towards the resources they want, which care staff give to them.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors. While playing outdoors in the wooded secret garden children enjoy painting pictures of dinosaurs with the watercolours. Other children enjoy playing with the construction toys, pretending to chop down the trees. *"Be careful, watch your head. I am going to cut this tree down. I am trying to chop. Helmets allowed. Oh no, we've gone down!"* Children are self-motivated to initiate their own play and to influence their tasks and activities. The children are curious learners and ask questions to gain further understanding *"how do trees fall down?"*

Children are polite and use good manners. They show respect for property and people. The children play nicely alongside each other, taking turns and co-operating. They enjoy playing together. Two children were playing for a sustained period in the mud kitchen. Sharing the pots and pans and taking turns to add water from the containers to mix potions together. Another group of children were discussing what they would like to purchase each other, *"I'll buy a new bike for you"*. The children express empathy and are sensitive to the needs of others.

Children have good opportunities to develop their independence skills enabling them to do things for themselves and to problem solve well. They help care staff to tidy up, putting the resources back in the correct places. During snack time, they are able to independently eat their snack and put away their drinks bottle when they have finished. They also use the toilet facilities independently.

## Care and Development

Care staff understand their roles and responsibilities in keeping children safe and healthy. They make sure children wash their hands before snack and lunchtime and remind children to cover their mouths when coughing and assist with wiping of noses. Discussion with care staff demonstrate that they understand the need for good safeguarding practice. The care staff understand the behaviour policy and consistently implement behaviour management strategies. They intervene appropriately and calmly when there is conflict between children. Care staff manage interactions in a warm, friendly and gentle way and praise children for their efforts with positive language and encourage them to use good manners and to practise saying 'please' and 'thank you'.

The care staff are warm and friendly towards the children and are positive role models. We saw the care staff play alongside the children and encourage positive interaction. They are consistent in their approach to managing challenging behaviour. Care staff demonstrate kind hands and are respectful of children when asking for positive interactions. They praise children consistently and encourage children to play and co-operate together. Care staff listen to and respect the children's views. We heard interactions between care staff and children that demonstrated kindness and warmth. Care staff listen intently to children's stories and develop the children's understanding through appropriate questioning, "dinosaurs are extinct now? Waw, what does that mean?" Care staff meet the children's basic needs, they are responsive and physically affectionate with the children; they pick them up and cuddle them.

Staff indicated, through discussion, that they knew the children well. The care staff meet most children's individual needs, with focus on developing and progressing each child's own range of skills. They are beginning to identify children's additional needs and use some of the support services available. The care staff consider individual children's wants and needs in a sensitive manner and they know the children well. Care staff sing Welsh songs with the children to teach general phrases such as "prynhawn da" "sut wyt ti" "da iawn diolch". They use incidental Welsh words regularly such as colours, numbers and greetings.

Care staff implement appropriate cleaning and hygiene practices. They implement the Welsh Government's 'Protective Measure in Childcare settings' procedures appropriately and a cleaning schedule is followed for daily, weekly and monthly cleaning tasks. Care staff clean down surfaces using anti-bac wipes.

## Environment

People who run the setting ensure children are cared for in a safe, clean and secure environment. The setting is located within the local primary school. The people who run the setting ensure that everyone is fully aware of their responsibilities in relation to the safety and welfare of children. Discussion with staff demonstrate that they understand the health and safety policies and procedures for the service. All visitors to the service sign a visitor's book on arrival and departure. The people who run the setting review the detailed risk assessments to ensure children's safety. At the end of the day, care staff hand over children to a known adult.

Risks are assessed and changes are made to eliminate or reduce potential hazards. The people who run the setting ensure the indoor premises is secure, welcoming, and friendly. The people who run the setting are currently working on developing the outside area. The outside woodland area reflects a secret garden. This is an ongoing process and the people who run the setting have numerous plans to further develop the environment with a grant they have recently been awarded.

The people who run the setting have created a child friendly environment within which children can access their own belongings with ease from their own coat pegs. Likewise, the people who run the setting make sure that games, play equipment and toys are also easily accessible for the children. The people who run the setting make sure that the indoor play area is set up to encourage children to be as independent as possible; they make sure children can freely access equipment, tools and toys easily. The people who run the setting provide children with a good range of age appropriate resources and equipment. We saw children had easy access to jigsaws, alphabet, numicon, craft, colouring pencils, autumn display, wooden blocks, Lego, small world area, role play kitchen, dressing up clothes and a reading area, The people who run the setting ensure the resources and equipment are of a satisfactory quality. We saw children playing outside with water play, construction, painting, large connect four, dinosaurs, slide, seesaw, blocks and mud kitchen.

## Leadership and Management

People who run the setting have a definite vision that they share with others. The statement of purpose is accurate and is a true reflection of what the setting offers. People who run the setting meet children's needs through the correct deployment of staff. During our visit, we viewed children and staff registers, which clearly outlined that the setting is ensuring more than sufficient staffing ratios. People who run the setting set achievable expectations to promote improvement and good outcomes for children. There is consistent practice throughout the setting and staff work well as a team.

People who run the setting follow timely and robust recruitment processes to safeguard children. The people who run the setting set high expectations and actively encourage their teams. Care staff at this setting are happy at work. Two members of staff did not have a photograph or any form of identification in their staff file. Since the inspection, the people who run the setting have confirmed that all staff now have the required identification in place. The people who run the setting implement good induction procedures and ensure staff are suitably qualified. They have good systems in place to update suitability checks as required. However, staff have not received regular supervision sessions to support care staff with their daily practice, learning and development and any performance problems that may arise.

The people who run the setting manage the service well with policies and procedures up to date. Partnerships with parents are strong. Care staff share information with parents when they drop off and collect their children. The people who run the setting explained to us that they are hoping to invest in a system that will allow them to communicate electronically through the method of an app with the parents in the near future.

There are links with other childcare professionals that helps the setting provide support and care for children. The people who run the setting model behaviours, such as a calm, consistent approach, which creates an ethos of respect. It was clear that the people who run the setting make sure all staff are aware of their individual roles and responsibilities. The people who run the setting have systems in place for gaining the views of children, staff and parents. They are open to new ideas and are work to develop and expand the setting further.

## Recommendations to meet with the National Minimum Standards

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

The responsible individual has not ensured that the care staff receive appropriate supervision and appraisals.	Regulation 29 (3) (a)
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The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

**Date Published 08/11/2021**