



Inspection Report

Llanfaes Little Steps - Llanfaes Camau Bach

**LLanfaes Tots
Llanfaes CP School Beilihelig Road
Llanfaes
Brecon
LD3 8EB**



Date Inspection Completed

26/06/2024

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About Llanfaes Little Steps - Llanfaes Camau Bach

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Llanfaes CP School
Registered places	21
Language of the service	English
Previous Care Inspectorate Wales inspection	January 2019
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

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

Summary

Children communicate confidently as their wishes are considered. They feel happy and are given excellent opportunities for their age and stage of development. Children enjoy the independence to do things for themselves confidently.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are excellent role models, and they build the confidence and self-esteem of the children in their care.

Leaders implement clear and effective measures to ensure children's safety. They are aware of their responsibilities and maintain clear risk assessments and building safety equipment. Leaders provide an excellent facility and quality resources and ensure children can access these throughout their time in the setting.

Leaders provide clear policies, in line with regulations and the National Minimum Standards. They ensure staff are supported extremely well and are given appropriate training for their roles. They have strong partnerships with the school, health professionals and parents who are all supportive of the setting.

Well-being

Excellent

Children are happy and have an excellent voice at this setting. They make purposeful choices and move around the setting confidently. For example, they can choose where to play such as the role-play resources in the home corner or exploring the sensory room. Children enjoy making decisions as they take part in activities such as making pancakes with playdough, rolling, and creating shapes, *"I'm making a big pancake."* Some children express themselves clearly using words and phrases. For example, at snack time, children choose their preferred drinks and foods. They speak confidently and feel they are listened to by staff. Children who do not wish to take part in a planned activity say so clearly, and happily select different play resources.

Children are settled and cope well as they separate from their parents and carers. We saw settling in processes being implemented effectively, with children receiving gentle comfort and reassurance from staff in terms of who was coming to collect them and when that would be. Children form close bonds with staff, which has a positive impact on their wellbeing and motivation. Children feel a sense of belonging and smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at tidy up time. For example, *"Well done," "excellent," "Diolch yn fawr,"* and *"da iawn."* Children are familiar with their routines and enjoy knowing what is coming next. For example, at 'home time' all children gathered on the carpeted area for a listening to music of their choice, both in Welsh and English. Offering a calm and relaxed atmosphere for children to put on their coats and find their bags.

Children enjoy their opportunities to play and learn. They show a keen interest and engage well in the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement as they explore for bugs in the Forest area saying, *"look at me, look at me I have a woodlice."* Staff respond with, *"waw, gentle with it now"* and children laugh in response. Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff. They listen well, such as when they respond to music and movement songs. Many children feel a sense of achievement when they succeed in activities. For, example, when they successfully help tidy away the outdoor play equipment and praised by staff for their efforts and teamwork in carrying the large pieces together.

Children develop their independence skills effectively and nearly all children complete selfcare tasks themselves. For example, during toileting, children enjoy the process of using the soap dispenser independently. Being able to turn off the tap and helping themselves to paper towels, placing these in waste bins. Children enjoy the independence of using the tissue station and wipe their noses with confidence.

Care and Development

Good

Staff are experienced and knowledgeable, and they understand the setting's policies and procedures implementing these consistently. They promote healthy lifestyles, physical activities, and children's personal well-being. Staff manage risks effectively and keep children safe. They prioritise safeguarding and have a clear understanding of their responsibilities to protect children. Staff know how to raise concerns and confidently explain the setting's procedures. Staff practice robust hygiene practices. They are at hand to offer praise and support when children use the toilet and carry out nappy changing with dignity and privacy. Staff follow a rota in terms of snack preparation and distribution, and we saw this working effectively and ensure that foods that children bring in from home for snack are varied, healthy and nutritious. However, children did not always eat snack at the table and ate their afternoon snack on the carpeted area. They know the children very well and are aware of their individual needs. Staff allow time for children to make choices about what they wish to eat. They are familiar with their responsibilities to safeguard children with allergies and intolerances, and we saw clear posters in the kitchen and eating areas which support safe practices. Staff are knowledgeable regarding their responsibilities to support children with additional learning needs and ensure care plans are in place. They follow clear procedures regarding medication, accidents, and incidents correctly.

Staff communicate extremely well with children and create a calm and relaxed atmosphere. They are good role models for children and interact warmly and purposefully throughout the session. For example, they sit with children during snack time, modelling good social and communication skills, leading to meaningful discussions. For example, during snack we heard staff saying, "*Would you like some more of cheese or cucumber? Good boy. Da iawn.*" "*That is amazing, da iawn children. Ardderchog*" Staff respond to children's requests and questions and interact with them in a kind and consistent manner. They are caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. Staff move around the environment continuously and are always close by to support children and offer reassurance. Their interactions with each other and with the children demonstrate respect and children are happy and content. We heard staff thanking each other when items and tasks are shared. Staff praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff are knowledgeable, and have a very good understanding of children's needs, interests and how this affects their learning experiences. They work well together to build the children's confidence and resilience and provide interesting opportunities, which are led by the child's choices and decisions. Staff use some incidental Welsh at the setting such as words of praise, greetings, and Welsh songs. They provide children with varied and valuable opportunities to learn about the world around them through celebrating different cultures and festivals through craft activities and stories such as Santes Dwynwen and Diwali.

Environment**Excellent**

Leaders provide effective measures and policies in place to ensure that everyone is aware of their responsibilities regarding the children's safety. They provide an environment which is secure and very well maintained, both indoors and outdoors. Leaders ensure an excellent level of security. Visitors can only access when authorised to do so and complete the visitors book at the main school entrance as well as signing the setting's visitors' book. Leaders carry out daily safety checks and keep purposeful risk assessments which are reviewed as and when any additional measures are identified. Leaders have effective evacuation processes in place, and these are undertaken and coordinated along with the whole school. They keep building and equipment safety certificates up to date.

Leaders offer a friendly, warm, and welcoming environment. They provide excellent spaces for children with clean and open areas to play and learn, where they have the freedom to move around independently and safely. Leaders and staff prepare the play spaces carefully to allow children to have the best possible experiences. For example, a sensory area, an area for floor play, and an area where creativity and craft activities can be enjoyed. Outdoors, the leaders have worked hard to provide a safe space which offers many stimulating areas and opportunities. For example, different surfaces such as concrete, and balance beams for children to develop their physical and problem-solving skills as well as a playhouse and sit on trikes. Staff told us how they adapt the outdoor space on sunnier days with a sun canopy and gazebo. Leaders explained that children have access to the forest school section of the school premises, and we saw children enjoying this area post lunch as they went to this area for a bug hunt. Leaders offer a welcoming space for children to arrive and hang their belongings and for parents to share messages. There are areas for waterproof clothing, a well-equipped kitchen, and an office/storeroom where the setting's paperwork is stored confidentially. Displays are purposeful such as a wellbeing wall and an abundance of literature for parents and visitors.

Leaders provide a very good range of age-appropriate furniture to stimulate the children's curiosity. For example, child size tables and chairs and quality children's kitchen units. They provide a wide variety of quality natural resources such as loose parts for experimental play.

We saw a range of books, and areas where children could explore with sand and water, filling and emptying jugs, buckets, scoops, and moulds. Leaders also provide a good range of small world play such as dinosaurs, bugs, construction toys, cars and vehicles, jigsaws, farm animals and sorting resources.

Leadership and Management**Excellent**

Leaders have a very good vision for the setting, which they share with others. They are passionate and enthusiastic about the work of the setting such as the opportunities they offer children and their established partnerships with professionals and parents. Leaders have comprehensive policies and procedures in place and a purposeful statement of purpose, which contribute effectively to the smooth running of the setting. They are knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly. Leaders ensure that all records are stored confidentially and that reviews are carried out in a timely manner. They keep staff files and registers up to date and correct. Leaders ensure that children's records include parental contracts, permissions and the required information in relation to individual children.

Leaders present an annual quality of care review, showing evidence of how they respond to feedback. They have effective arrangements in place for identifying strengths and areas for improvement. Leaders and staff are committed to improving the quality of provision and outcomes for children. They distribute questionnaires and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service of care.

Leaders have established a team of staff who collaborate closely and effectively. Staff said the setting is a very happy place to work and that they work well together as a team. Staff commented they feel valued and are well supported by the management team enabling them to fulfil their roles and responsibilities effectively and confidently. Leaders ensure staff undertake mandatory training and core training certificates are up to date. Leaders confirmed that regular training is provided as part of their ongoing professional development. They ensure systems for appraisal and supervision encourage reflection, effectively enabling staff to set personal goals.

Leaders have established strong partnerships that improve the quality of provision and outcomes for children and ensuring staffing is always maintained. Leaders have instilled a strong commitment to collaborative work with the school. For example, children from the setting have lunch in the main school dining room with the children from the infant's section of the school. Communicating with the school in this way enables families to ensure smooth transitions into the next stages of their education access information and support effectively, resulting in positive outcomes for children. Parents and carers are highly supportive of the setting and team of staff. We saw clear examples of excellent relationships and open communication with parents and carers. Parents are complimentary and praise the staff saying their children really love attending. However, a few parents/carers spoken to at the time of inspection expressed that they would like more regular information in relation to children's developmental progress.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 10 - Healthcare	Ensure that children eat snack at all times at the table to implement, encourage and promote positive steps in relation to children's general health and the prevent any issues in respect of infection control .
Standard 5 - Records	Ensure that that parents and cares receive regular updates in relation to their children's development .

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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