



## Inspection Report

**Little Learners Pantysgallog**

**Building No. 2  
Pant Primary School  
Heol-y-bryniau  
Merthyr Tydfil  
CF48 2AD**



**Date Inspection Completed**

28/02/2023

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## About Little Learners Pantysgallog

Type of care provided	Children's Day Care Full Day Care
Registered Person	Michelle McCarthy Sara Johnson
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection since registration
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

## **Summary**

Children are extremely relaxed, happy, and confident at the setting because their opinions and interests are highly valued. They receive exciting opportunities and are thoroughly engaged in their play and learning. They interact exceptionally well with their friends and have excellent opportunities to develop their independence skills, enabling them to do things for themselves successfully.

Staff keep children safe and implement successful policies and procedures. They are enthusiastic and interact very kindly and positively with children. They work well as a team, providing consistent care and support and plan a range of activities led by the children's interests. Staff do not promote the Welsh language consistently with children.

The environment is welcoming, bright and well maintained. It is well organised, and children can access resources independently. Risk assessments are robust and effective safety measures ensure the setting is secure and children are safe. Indoors, there are a wide variety of toys and resources to promote children's all-round development. Outdoors resources and activities are limited.

Overall, leadership and management of the setting is effective. Policies and procedures are comprehensive and detailed. Parents speak highly of staff and are complimentary about the care their children receive. A small number of areas require attention to ensure compliance with regulations.

## Well-being

Excellent

Children have a very strong voice in a setting that is child centred. They are extremely confident communicators because they know their voices are always listened to. We heard children making a variety of requests including *"Please can we have some more water?"* as they use paint brushes to mark make in the outdoors. At snack time, they ask for additional snacks and drinks with ease and are confident to refuse something they do not want. They share ideas for activity planning exceptionally well through regular discussions and circle time talks.

Children feel extremely safe, happy and relaxed. They have regular opportunities to talk about how they are feeling in their play and through access to a well-being area. They are extremely familiar with routines and on arrival, settle straight into their play. They adapt outstandingly to the variety of activities on offer and are highly confident playing both independently and in groups. They feel tremendously valued and develop a strong sense of positive self-esteem because staff take time to celebrate their work by sharing and praising their achievements.

Children thrive on interacting with one another. They thoroughly enjoy each other's company and have developed wonderful friendships. For example, one child asked another *"Shall we hold hands because we are friends, aren't we?"* as they gaze at one another eating their lunch. They show a strong willingness to share resources and take turns in their play. We observed two children using a method of 'my turn, your turn' as they splashed in puddles. They are kind, caring and considerate, for example, one child helped another to climb down from outdoor equipment saying *"Here, hold my hand and watch you don't fall"*. Children behave exceedingly well and respond extremely positively to praise, and encouragement provided by staff.

Children engage exceptionally well in their chosen play, showing high concentration skills. They gain pleasure and enjoyment in the opportunities available to them and sustain great interest in their play. For example, we observed two children engrossed in the role-play area as they made a pretend cake. They enthusiastically weighed the ingredients and stirred the mixture saying, *"I'm making a birthday cake for my friend, would you like to try some?"* They show delight and excitement in focused activities. For example, they showed fascination during 'bucket time' as they eagerly awaited to see what was inside.

Children are developing their self-help skills superbly, doing things for themselves naturally and consistently. During snack time, children persevere whilst spreading butter on their toast, chopping apple slices and pouring their own drinks, with staff offering support where needed. Older children take responsibility for their personal belongings and attempt to put on and take off their own coats and wellies. They access the toilets and wash their hands independently and help to tidy up and put resources away after their play.

## Care and Development

Good

Staff have a good understanding of their role in keeping children safe and healthy and follow agreed procedures well. Safeguarding is prioritised and the staff we spoke with have a good understanding of safe procedures to follow should they have a concern about children's safety or well-being. They keep thorough records relating to accidents and incidents which are signed by parents and monitored and evaluated regularly. All staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. There are effective systems in place to record the safe administration of prescribed medication and parents are kept informed. Staff follow good hygiene procedures, encouraging and supporting children well to wash their hands regularly. Food provided to children is freshly prepared, healthy, and nutritious and staff follow clear and agreed procedures to manage food allergies and individual dietary requirements. Staff promote children's physical well-being successfully through outdoor play offering them the benefits of physical exercise and fresh air.

Staff have lovely relationships with children. They interact in a caring and patient manner, demonstrating warmth and kindness as they lower to children's levels to interact and engage with them. They work together to support children's behaviour and sit with children at snack and mealtimes to model good social skills. They consistently implement positive strategies in line with their behaviour management policy, offering regular and consistent praise to children. Staff often use phrases such as *"That's amazing, good job"* and *"That's so kind of you, well done"*. Staff act as very good role models, always showing respect for one another and the children. They continuously remind children to share, be kind and use their manners such as 'please' and thank you'.

Overall, staff support children's learning and development successfully. They provide child-led sessions meaning children direct their play, balanced with short and timely adult led activities. They engage positively with children during play and facilitate learning naturally and, in the moment, asking appropriate questions to extend children's learning. For example, we heard staff asking children, *"Where do you think puddles come from?"* and *"How can we see our reflections in puddles?"* providing children with a sense of wonder. They undertake regular observations to track children's progress and identify next steps in learning. Staff have a very good understanding of how to meet the needs of children requiring additional support, working closely with outside agencies. Staff do not promote the Welsh language consistently and there are limited opportunities for children to use incidental Welsh during their play and develop their Welsh language skills. Staff use festivals such as Diwali and Chinese New Year to help children learn about different cultures.

## Environment

Good

People who run the setting ensure the environment is safe. They ensure the environment is secure from unauthorised access and maintain records of all visitors. Staff are vigilant and supervise the children closely at all times and registers record the time children and staff arrive and leave the premises. There are rigorous risk assessments in place for all areas of the setting and these are regularly reviewed and updated. Staff manage risks well and undertake daily visual checks to identify and eliminate any emerging risks that could impact upon children's safety and well-being. Regular fire drill practices are carried out to ensure everyone is aware of how to leave the building safely and fire equipment is regularly tested. People who run the setting work effectively with the local authority and school leadership team to ensure maintenance and safety checks for the premises are completed.

The environment is a clean, well maintained and child friendly space, which meets children's needs. There is plenty of indoor and outdoor space with good flow to allow the children to explore and move freely and easily between the two spaces. Furniture is of suitable size and design for the age of the children. Indoors, activities are set out in one main playroom, which is well organised with designated areas that support children's learning and development well. For example, the areas include a well-being area, construction area and role-play areas. Children have daily access to a suitable outdoor area, allowing them to explore and develop their physical skills. However, there are limited resources and activities available in the outdoors to provide increased play and learning opportunities for children. People who run the setting told us about plans to improve the outdoors by developing a mark making area, den building area and an obstacle course reflecting children's interests. There is a small kitchen preparation area, which is well maintained, clean and tidy. There are a suitable number of children's toilets and nappy changing facilities available, and bathrooms are well stocked to support independence.

Children benefit from a range of good quality indoor resources, furniture and equipment that are clean and well maintained. Resources enhance children's curiosity and imagination and promote equality and cultural awareness. Children access the resources freely because they are visible and are stored at low level, supporting independence. Staff conduct regular checks to monitor resources to ensure they are of good quality and relevant to children's interests and learning. They regularly rotate toys to provide further choice and variety for children.

## **Leadership and Management**

**Good**

People who run the setting are highly skilled and qualified and have a strong vision for the setting. The statement of purpose provides parents with detailed information on how the

setting runs, allowing them to make an informed decision about its suitability for their child. Managers regularly review policies and procedures and ensure staff implement them successfully. Thorough record keeping systems are in place including children's contracts. The registered persons are very diligent and ensure they comply with nearly all relevant regulations. However, they have failed to notify Care Inspectorate Wales of significant events including a safeguarding referral and multiple staff changes, which are regulatory requirements. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting make ongoing improvements. They have robust and established systems in place for the evaluation of the setting and are committed to improving outcomes for children and their families. They continually self-evaluate and seek feedback from parents, staff, children and outside professionals to inform the quality-of-care report. In tandem with the Setting Improvement Plan, they use this information effectively to identify priorities for improvement to the setting. For example, improving the outdoor area in line with children's interests and implementing a digital app to further improve parental links.

People who run the setting are experienced and knowledgeable. They employ a high number of well-qualified staff to ensure children are always well cared for. There is a strong ethos of teamwork amongst them. They work closely together, which results in high staff morale and improving outcomes for children. Most of the required recruitment procedures are in place ensuring staff are suitable to work with children. However, the registered persons have failed to ensure the proof of identity checks had been undertaken. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. A thorough induction policy is implemented, and regular supervisions and appraisals are held to help support staff in their professional development and reflect on their practice. Staff told us they feel extremely well supported by management. Frequent meetings are held to ensure all staff are kept up to date on relevant information and discuss any issues relating to the running of the setting.

Partnerships with parents and outside agencies are extremely positive. Staff share photographs with parents of daily activities via a private group and provide verbal updates to them when they collect their child. Parents report a very good level of satisfaction with the care their children receive and are complimentary about staff. People who run the setting have established excellent links with the school where it is based. This benefits the children attending, particularly in their onward transition to nursery. There are strong links with key professionals and agencies to ensure appropriate support is available for all children including those with additional learning needs.



### 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
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31	The registered person must notify Care Inspectorate Wales of staff changes and any safeguarding referrals likely to affect the welfare of a child on the premises as soon as possible but no later than 14 days after changes take effect.	New
28	The registered persons must ensure all suitability checks are completed and there is full information available in relation these for each individual staff member.	New

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 7 - Opportunities for play and learning	Provide opportunities for children to develop their use of incidental Welsh.
Standard 23 - Equipment	Develop the outdoor environment to enhance play experiences and learning opportunities for children.

<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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