A report on

Little Inspirations Nursery Rhydyfelin

Rhydyfelin Integrated Children's Centre
Holly Street
Rhydyfelin
Pontypridd
RCT
CF37 5DB

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

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

About Little Inspirations Nursery Rhydyfelin

Name of setting	Little Inspirations Nursery Rhydyfelin
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Jenine Gill
Person in charge	Lauren Jones
Number of places	65
Age range of children	Under 12 years
Number of 3 and 4 year old children	34
Number of children who receive funding for early education	11
Opening days / times	Monday to Friday 7.00am to 6.00pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is making a significant effort to promote the use of the Welsh language and culture or is working towards being a bilingual service.
Date of previous CIW inspection	9 June 2022
Date of previous Estyn inspection	May 2018
Dates of this inspection visit(s)	10/02/2026
Additional information	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Care and development	**Good**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Good**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Strengthen the focus of planned learning experiences to ensure that learning experiences build effectively on children's knowledge and skills

R2 Develop more robust procedures for evaluating and improving the quality of teaching and learning

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Children have a strong voice and make many decisions about their daily experiences. They independently choose activities that interest them and move confidently between the indoor and outdoor areas. Most children communicate effectively, expressing their needs using both verbal and non-verbal methods. They demonstrate a great understanding that practitioners will support them to do what they want, for example, help them put on outdoor clothing.

Children are extremely settled and show great enjoyment in their time at the setting. They separate from carers confidently and quickly join their chosen activity. Children are proud of their achievements and respond positively to praise from practitioners. For example, children share their excitement and clap enthusiastically as they succeed in chopping fruit in the role-play area.

Nearly all children are happy to join in group activities. They engage enthusiastically in singing sessions and enjoy choosing items from a box that lead to singing familiar songs. Children actively seek out 'friends' during play, inviting them to sit on the other end of the see-saw, laughing as they make each other go up into the air. As a result, children feel valued, develop positive relationships and demonstrate a strong sense of belonging at the setting.

Nearly all children understand and follow the daily routines of the setting effectively. They respond quickly to instructions when it is time to transition between activities such as moving from eating lunch to going for a sleep. Children feel a sense of security through these established routines and enjoy helping practitioners tidy up toys and find their belongings when getting ready to go home. A very few children choose not to join in activities and are sensitively supported by practitioners until they are ready to join the others.

Children are developing appropriate strategies to manage their behaviour. They show a growing understanding of right and wrong, and most are learning to share resources and take turns successfully. As a result, nearly all children share their space happily with others. They wait patiently for their turn on the slide and work collaboratively when building with blocks in the outside area. Nearly all children demonstrate good manners, are polite and use 'please' and 'thank you' spontaneously.

Nearly all children show sustained interest and enjoyment in their activities and use their imaginations effectively. For example, they remain engrossed in the role-play are for a long while as they prepare pasta for their lunch. Many children join practitioners to explore the water area. They show great excitement as they discuss the life cycle of a frog, pour water between vessels, and concentrate on balancing 'frogs' on lily pads.

Nearly all children are developing good self-help skills and increasing independence. They skilfully negotiate stepping stones, working out how to balance across a 'bridge' before climbing the steps to the slide. Many children wash their hands independently and use the toilet facilities with appropriate levels of support. They are learning to eat independently

with appropriate cutlery. Older children competently use tongs to serve themselves food, pour water from jugs and dispose of leftover food appropriately, including placing waste in recycling bins.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Many children make suitable progress in developing their knowledge and skills. Many develop appropriate communication skills and are generally confident when speaking with friends and familiar adults. They express their needs and intentions clearly, such as when asking for resources or requesting to play outside. Many children ask simple questions with clarity, for example enquiring about the whereabouts of their friends. Most enjoy joining in with singing activities, and a few sing spontaneously during their daily activities. Most children listen attentively to adults and follow instructions appropriately, particularly during routines, such as snack time. Many children recall events from their own experiences and share these with others confidently.

Many children have a basic understanding of Welsh and respond to simple greetings and instructions throughout the day, such as saying ‘Bore da’ and responding to ‘amser tacluso’. A minority of children recognise and name colours in Welsh and count alongside adults suitably during play activities, for instance counting coloured pom-poms accurately.

A majority of children experiment with mark-making, confidently using a range of materials, including paint and markers. They show interest in books in the environment, identifying pictures in texts and talking about what they see. A minority do not develop early reading skills strongly enough.

Many children enjoy physical activity and take part in a range of activities independently. They ride trikes with increasing confidence and show developing balance when walking across planks. Most children demonstrate suitable body control, for instance dancing to music. Most children use large play equipment with growing control. They handle small tools, such as dough cutters and knives with increasing dexterity.

Many children have suitable mathematical and numeracy skills. They count items in the environment accurately and recognise colours and common two-dimensional shapes during play. Many children recognise numbers up to 10 and use this knowledge meaningfully, for example when parking trikes in numbered spaces. A majority of children are beginning to use mathematical language appropriately. For example, comparing items and describing them as heavier or lighter than others.

Many children demonstrate useful problem-solving skills. They make simple decisions about the activities they choose and the resources that they need. Many demonstrate perseverance when faced with manageable challenges. They try out different methods for solving problems thoughtfully, for instance when attempting to remove wet sand from a funnel.

Most children develop their creative skills suitably. They express themselves through role play, dance and movement confidently. For example, children sing independently during snack and play activities, dance happily and create imaginative pieces of artwork.

Many children are beginning to develop their digital skills through access to simple electronic equipment. They use telephones in role play and operate torches appropriately to explore their environment.

Care and development: Good

Practitioners are motivated and place a high priority on children's health, safety, and well-being. They are suitably qualified and benefit from many opportunities to undertake additional training relevant to their roles. Nearly all practitioners hold current paediatric first aid and food hygiene qualifications. All have completed safeguarding training and have a clear understanding of the setting's child protection procedures and other related policies. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are knowledgeable about providing food safely and manage food allergies and preferences well. They maintain accurate records of accidents, incidents, and pre-existing injuries, and share this information promptly with parents and carers. Leaders implement robust monitoring and auditing systems to review these records and identify any emerging pattens or trends. Practitioners work in line with useful risk assessments and, in most cases, identify and address emerging risks appropriately.

Practitioners encourage children to understand and develop good lifestyle habits. They support good handwashing routines and help children to manage personal hygiene such as using and disposing of tissues appropriately. Practitioners promote healthy eating and ensure that children have continuous opportunities for outdoor play, promoting exercise and fresh air.

Practitioners know the children well and use this knowledge to adapt behaviour management strategies to meet individual needs. They remain calm and patient, consistently modelling positive language, good eye contact, and respectful interactions at every opportunity. Practitioners foster warm, nurturing relationships and create a reassuring environment in which children feel secure. They skilfully support children to reflect upon their actions and resolve disagreements successfully. Practitioners gently remind children to share, and to show kindness and respect to each. They reinforce their expectations and demonstrate the benefits of accepting others into their play. For example, they encourage children to collaborate when building a ramp to roll vehicles down, reinforcing the importance of kindness and inclusion.

Practitioners support children's development effectively. They implement good systems to identify and respond to emerging additional learning needs. Their strong understanding of children's individual needs enables them to plan engaging activities based on children's personal interests and abilities. For example, they recognise children's enjoyment of water play and enhance this provision by introducing coloured foam and various containers to promote exploitation of texture and volume.

Practitioners effectively use children's invitations to play to extend their learning, by engaging them in discussions around concepts such as size, and colour. They develop numeracy and language skills through children's play, for example, counting the legs of imitation insects while exploring with torches. Practitioners create enjoyable learning

experiences and encourage children to develop positive learning behaviours, including concentration and perseverance.

Practitioners incorporate the Welsh language naturally during the daily routine and play. They use include Welsh when counting, naming colours, types of food and animals, supporting children's developing understanding. Practitioners use resources and activities well to promote cultural awareness and diversity.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners establish warm, respectful relationships with children and create a welcoming and inclusive environment where children feel safe and valued. They are attentive to children's needs and respond sensitively during play and daily routines. As a result, children are confident to explore the environment, engage with others and express their ideas. Practitioners recognise the importance of play in supporting children's learning and provide a broad range of experiences that reflect children's interests well.

Practitioners are beginning to develop learning in line with the Curriculum for Wales thoughtfully. They shape activities around children's interests well. They provide a beneficial balance of learning experiences indoor and outdoor that are engaging and encourage children to be active and curious learners. They provide opportunities for children to explore resources freely and allow extended periods of uninterrupted play. As a result, children enjoy making choices about their play and often show high levels of involvement. For example, children are fascinated by putting objects into water and predicting whether they will sink or float. However, when developing activities, practitioners do not always consider well enough what skills, knowledge or understanding they want children to develop. As a result, although activities are enjoyable, they do not always build purposefully on children's prior learning. In a few cases, the lack of planned, focused learning experiences means that children do not have strong experiences in areas, such as the development of early reading skills.

Practitioners offer opportunities for children to develop their physical skills well. For example, children enjoy cycling, riding scooters, and jumping in muddy puddles. They have purposeful opportunities to develop fine motor skills, for instance using tweezers to collect small pompoms. Provision for literacy and numeracy is generally suitable. Practitioners model language appropriately during play and routines, and children have plentiful access to resources that support early mark-making and writing skills.

Practitioners promote the cultural heritage of Wales appropriately. They celebrate events such as St David's Day through meaningful activities, where they make cawl, dress in national costumes and visit local landmarks, such as the Richard Trevithik monument. The setting provides worthwhile opportunities to develop children's spiritual, social, moral and cultural understanding. Visits to places, such as a local church, and experiences such as caring for animals, helps develop children's understanding of the world around them.

Practitioners interact positively with children during play and discuss with them what they are doing. They encourage children to speak with others and add detail to what they say. This helps to support children's confidence and language development effectively. However,

a minority of practitioners do not consistently use their interactions effectively to challenge and develop children's thinking.

All practitioners make daily observations of children's activities. They note children's interests usefully. These records provide a helpful snapshot of children's experiences in the setting. However, evaluations often focus too heavily on what children are doing rather than recognising what they are learning or what progress they are making. Consequently, assessment information is not used effectively enough to inform planning or to ensure that children are supported to develop a wide range of skills. The setting works closely with parents and carers to understand each child's development and keeps them suitably informed of progress.

Environment: Good

Leaders implement effective procedures to ensure a safe and secure environment. Practitioners understand these procedures and implement policies and robust risk assessments appropriately. They undertake daily checks to identify unexpected risks and, in most cases, address these promptly. Leaders liaise closely with the local authority to ensure the premises are well maintained and safety checks including fire and electrical systems are undertaken as required. Practitioners are confident in operating emergency procedures. They practice the fire evacuation procedure regularly and have a policy outlining action they would take if the setting were required to lockdown.

Leaders provide facilities that are suitable for the age range of children attending. They ensure the environment is light and welcoming for children, with a warm and homely atmosphere. Practitioners display some of the children's artwork and photographs of children with their families and in their play, which promotes a strong sense of belonging. The use of neutral, calming colours, natural materials and soft lighting create an inviting and purposeful learning space.

Practitioners set up areas that are organised thoughtfully to provide interesting and stimulating spaces that promote children's all-round development. Eating facilities within individual playrooms meet the needs of the numbers of children currently attending. Toilet and handwashing facilities are easily accessible, appropriately designed and support the development of children's independence well. Practitioners set up appropriate sleep facilities in the play areas. They have spacious learning facilities outside, and children can freely access this area for most of the session. Covered areas and wet weather clothing, allow children the benefit of playing outside in most weather.

Leaders ensure that equipment and resources are plentiful, of high quality and meet the needs of the children. Practitioners use these resources well to create engaging areas that stimulate curiosity, with many real-life resources such as musical instruments and kitchen items. They change the focus of these areas regularly, to maintain children's interest.

The outside area is used particularly effectively. Practitioners provide many natural play opportunities, including a mud kitchen, balancing beams, and opportunities to paint on tree bark. They support children to safely use the outside resources while allowing them to take appropriate risks that enhance their development and enjoyment. Children benefit from

plenty of space to freely explore the environment, to run around with their friends or engage in focused activities with practitioners.

Leadership and management: Good

Leaders have a clear vision for the setting to provide a safe, welcoming environment where children are happy, learn and develop well. Practitioners support this vision and work diligently and care for children effectively. The setting has a clear statement of purpose that reflects its ethos and provision accurately.

Leaders follow safe and effective recruitment processes. They maintain a sufficient number of well qualified and experienced practitioners who are in the main, deployed to meet the needs of young children appropriately. Leaders work closely with practitioners to make sure children receive good-quality care and engaging learning experiences. They provide beneficial guidance and support that helps practitioners in their roles. This approach creates a strong sense of cooperation and shared accountability across the setting. Practitioners are clear about what is expected of them and play an active role in maintaining a caring and supportive environment for children.

Leaders have arrangements in place for practitioner supervision and appraisal that help them reflect on their roles and think about how and where they can improve. Leaders offer them a range of useful training opportunities, such as those aimed at supporting the development of children's speech, language and communication. However, leaders do not always link professional learning to improvement targets or evaluate practitioners' progress against the targets sharply enough.

Leaders meet regularly with practitioners who have responsibility for education. They consider areas of the setting's work thoughtfully, such as the planning of learning experiences. From their observations, they demonstrate a developing understanding of the strengths within the setting and the areas requiring improvement. With support from advisory professionals, leaders have identified areas for development, such as the need to develop more consistent procedures for identifying and supporting children with additional learning needs. However, self-evaluation processes do not focus sharply enough on identifying the impact of teaching and provision on children's skills and progress. Leaders do not draw on a sufficiently wide range of evidence to evaluate key aspects of the setting's effectiveness, such as practitioners' strengths and areas for development. As a result, they do not always identify and address priorities with sufficient precision.

Leaders have beneficial links with local schools. This ensures that they can support children's transition to the next phase of their education well. The setting engages with external agencies proactively, such as healthcare professionals. This ensures that in the main, they access guidance and support for children quickly when it is needed.

Leaders work closely and positively with parents and carers. They share information, such as day-to-day events helpfully. They hold regular meetings for parents and provide them with useful written reports. This allows parents to understand how their children are progressing at the setting well.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

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