Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Ladybirds at Llanvihangel Limited

Llanvihangel Crucorney Primary
Pandy
Abergavenny
Abergavenny
NP7 8DL

Date of inspection: October 2023

by

Care Inspectorate Wales (CIW)

and

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

About Ladybirds at Llanvihangel Limited

Name of setting	Ladybirds at Llanvihangel Limited
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Caroline Miles
Person in charge	Tara Long
Number of places	20
Age range of children	2-4 years
Number of 3 and 4 year old children	10
Number of children who receive funding for early education	3
Opening days / times	Monday to Friday 9.00am to 3.15pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
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.
Date of previous CIW inspection	22/05/2023
Date of previous Estyn inspection	September 2015
Dates of this inspection visit(s)	17/10/2023
Increased from 18 to 20 children 14 March 2023. Registered as Flying Start May 2023.	

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)**	
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 Continue to develop the provision to further support the children's independence

R2 Review nappy changing so that it is not undertaken near play areas or food serving sites

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

Nearly all children feel safe and valued at the setting. They arrive smiling and eagerly settle straight to play. They know staff listen to their needs and show a real interest in what they have to say. As a result, children form secure relationships with staff and know they will get the reassurances and support they need.

Nearly all children are eager to play and learn and choose happily from the plentiful resources available to them. They explore the inside and outside play areas confidently, moving freely between activities and resources that interest them. They express their views and opinions appropriately. For example, they vote for which story they want to listen to and take responsibility for naming the pet fish, 'Goldie, Spotty and Big Bad Barry'. Children have valuable opportunities to follow their own interests, for example making model spaceships to take home.

Children form good friendships at the setting and show kindness and consideration to others. They play happily alongside each other and are learning to co-operate and share. Children are beginning to concentrate and follow instructions well, for example when using hammers and saws during supervised woodworking sessions. Children talk enthusiastically about activities they take part in, such as the pumpkin they grew in the pumpkin patch. They demonstrate obvious feelings of pride in this achievement.

Many children enjoy participating in the range of adult led and free play activities at the setting. They listen attentively to stories, use handheld mixers to make bubbles in soapy water and play with real vegetables in their farm shop. Most children know that they can reach out to practitioners to support them in their play. This is particularly evident when participating in activities in the indoor environment. Generally, most children demonstrate higher levels of independence when playing in the outdoor environment. They ride trikes competently and explore sand, water and their surroundings with real interest. For example, they thoroughly enjoy closely observing the fish in the settings newly created fishpond. Children have good opportunities to develop their social and independence skills. They begin to develop good hygiene habits, washing their hands frequently and gain a growing independence when toileting. During snack time, children serve their own food and pour their own drinks.

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

There is no report on the children's learning. The reason for this is that there were not enough three or four-year-old children present at the time of the inspection who are not receiving education funded elsewhere to be able to report on them without identifying individual children.

Care and development: Good

Practitioners are highly motivated and have a very good understanding of their roles and responsibilities to keep children safe and encourage good all-round health. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. They have a clear understanding of safeguarding issues, and their own duty to report concerns, maintain confidential records and liaise with outside agencies to promote children's safety. Practitioners carry out regular fire drills so that children are clear what to do in an emergency. They implement procedures for managing food allergies effectively and information regarding individual children's needs is displayed discreetly for easy reference. All practitioners have up-to-date training in paediatric first aid, safeguarding and food hygiene. They record accidents, incidents, and pre-existing injuries well, and share this information promptly with parents. They work in line with the wide range of thorough risk assessments at the setting and identify emerging risks effectively. Practitioners encourage children to understand and develop healthy lifestyle habits, promoting a choice of healthy food at snack time and ensuring that children have access to daily outdoor play for exercise and fresh air.

Practitioners manage children's behaviour well at the setting. They are nurturing and develop warm and encouraging relationships with children. Practitioners gently support children to resolve disagreements, share resources and show kindness and respect to each other.

Practitioners support children's learning and development effectively. They assess, observe, monitor and evaluate children's progress to help children reach their potential. They understand children's individual needs and use this understanding to plan around children's individual interests. They encourage children to engage in

activities and develop good learning skills and habits, such as concentration and perseverance. Practitioners are alert for signs that children may have emerging additional learning needs. They provide beneficial support to address these needs. For example, they plan targeted activities to improve speech clarity. They work well with parents and outside agencies to support these children. They consider the individual children attending each day and their range of needs, varying the resources and activities to ensure that they meet the developmental needs of each child attending.

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

Practitioners know the children well and understand what is important to each child. This child focused approach is a strength of the setting.

Practitioners work together effectively and plan a curriculum that offers interesting and worthwhile experiences that engage all children successfully. They provide interesting learning experiences that develop children into confident and caring explorers in their environment. For example, they give children beneficial opportunities to grow plants and vegetables, to look for and look after insects and to consider and respect others.

Practitioners have healthy working relationships with all children and support and encourage them appropriately. They reflect on and adapt their practice in relation to the principles of the Curriculum for Wales. For example, they challenge the children to build towers and use real tools. They ask open and relevant questions that encourage most children to think and discover for themselves. For example, when children are looking for dinosaurs amongst wood shavings, practitioners ask them where the dinosaurs are hiding, how they move, what sounds they make, what their favourite dinosaur is and why.

Provision to support children's literacy and numeracy skills is effective. Practitioners focus on improving children's speaking skills well. They encourage children to repeat vocabulary and phrases and join in lively singing sessions. They motivate children to create marks with a variety of media and encourage them to count and sort objects, name shapes and compare the sizes of different objects. Practitioners encourage children to name and identify colours in Welsh and they model vocabulary successfully. Practitioners provide a few suitable opportunities to develop children's ICT skills.

Practitioners are developing effective assessment procedures and they use this information purposefully to plan for the next steps in teaching. They support learning effectively when playing side by side with the children. However, at times, practitioners over-lead the learning, which tends to hinder opportunities for the children to apply their skills independently.

Practitioners plan valuable opportunities for children to develop their physical skills successfully. For example, they encourage them to climb and balance, ride bikes, throw and catch balls and use a variety of tools to build and fix things. They provide

engaging activities, such experimenting with dough, creating bubbles from mixing soap and water, and preparing meals in the mud kitchen, which help children to develop their creative skills.

Practitioners plan beneficial experiences to develop children's spiritual, moral, social and cultural skills. They encourage children to take turns, to say please and thank you and understand the importance of sharing and politeness. The setting is effective in developing children's curiosity in finding out about the lives and beliefs of people different to themselves through the celebration of different traditions and festivals during the year. They provide children with worthwhile opportunities to learn about their Welsh heritage. They celebrate special days such as 'Diwrnod Shwmae', have Welsh displays, and Welsh books located in each learning area, which help promote an understanding of Welsh identity and language.

Environment: Good

Leaders have effective systems and procedures to ensure that the environment is safe, secure and well maintained. Practitioners implement these procedures well. Practitioners monitor entry to the site and all visitors sign in and out, both at the school reception desk and when entering the service itself. Comprehensive risk assessments identify and reduce risks to children. For example, new entry safety gates and procedures have been introduced and a cover has been placed over the pond in the outside area. Routine maintenance checks for the building are completed and safety certificates are in place.

The indoor environment is welcoming and child friendly, and provides ample space for children to play and learn. It is light and spacious with well-resourced areas for children to explore and stimulate their curiosity, and development. For example, the farm shop has lots of resources including real vegetables and a pumpkin grown by the children. Children are able to access resources easily and tables and chairs are child sized for ease of use and to enable children to be independent. Welsh and multi-cultural resources are readily available to foster positive self-esteem and value diversity. The outdoor area is a large, varied and provides an attractive space for children to play and learn. The growing and planting areas provide children opportunities to learn about nature and how things grow. There is suitable space for children to develop their physical skills, balance and co-ordination effectively by riding wheeled vehicles, working with small tools in the woodwork area and playing with tyres and other large loose part materials.

Children have direct access to suitable toilets directly leading from the indoor play area, which encourages their independence in toileting and hand washing. Nappy changing is currently performed discreetly behind a portable screen. Whilst health and safety procedures during nappy change are robust, the location of the changing facility is not suitable as it is too near play areas.

Staff regularly check toys, equipment and resources to ensure that they are clean and in good condition. Leaders are motivated to continually improve the provision and regularly review the service. They actively consult with parents, children and other professionals taking on board feedback to improve outcomes for children.

Recent developments include green spaces being enhanced and utilised more effectively with children helping to create woodchip pathways and the installation of the woodwork workshop.

Leadership and management: Good

There is a warm and welcoming ethos at the setting. Leaders have created and share a clear vision for the setting where all children and staff feel valued. Leaders create a positive atmosphere of teamwork throughout the setting and practitioners support each other well.

The setting's statement of purpose is appropriate and provides an accurate picture of the setting and leaders ensure that a suitable range of relevant policies and procedures are in place. The setting complies with regulations and meets the national minimum standards.

The setting's self-evaluation processes help leaders to identify what works well and what they need to improve. Leaders ensure that consideration is given to the views of everyone involved with the setting, and thereby correctly identify what longer term improvement priorities need to be made. For example, leaders have identified the importance of increased opportunities for outdoor experiences. They work closely with staff to ensure that they feel confident to support children to challenge themselves outside safely.

Leaders manage practitioners conscientiously through their supervision and appraisal procedures. They identify staff's strengths in detail and what they need to develop professionally. Supervision arrangements ensure the accountability of all practitioners regarding the standard of provision and children's outcomes as well as offering them beneficial opportunities to develop professionally.

Leaders prioritise budget expenditure and grants against targets and allocate resources purposefully. This ensures that all practitioners are well qualified and benefit from training such as speech and language training to meet the children's needs. As a result, the setting's decisions promote exciting and valuable experiences for the children.

Leaders have developed strong links with a range of partners, who fully support and enhance the quality of provision and outcomes for children. For example, parents feel welcome at the setting and value the regular exchange of purposeful information they receive about their child through day to day contact and via an app. The setting is located next to the local school and a long standing and supportive relationship exists between both providers. This aids transition very effectively.

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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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

N/A	No non-compliance of this type was identified at this inspection	N/A

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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