Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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For learners, for Wales

A report on

Llyswen Ladybirds

Archdeacon Griffiths Primary school
Llyswen
Brecon
Powys
LD3 0YB

Date of inspection: January 2025

by

Care Inspectorate Wales (CIW)

and

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

About Llyswen Ladybirds

Name of setting	Llyswen Ladybirds
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Vacant position
Person in charge	Tina Penfold Smith
Number of places	20
Age range of children	3 – 4 years
Number of 3 and 4 year old children	23
Number of children who receive funding for early education	23
Opening days / times	Monday-Friday 8.45 – 3.30.
Flying start service	No
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.
Date of previous CIW inspection	March 2022
Date of previous Estyn inspection	March 2017
Dates of this inspection visit(s)	28/01/2025

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	**Adequate**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1. Use information from observations more effectively to plan the next steps in children's learning.

R2. Set a clear timetable for improvement with timescales and success criteria to ensure there is a good pace of progress in addressing priority areas

R3. Nominate a suitable registered individual to oversee the setting's provision, to ensure that regulations are met, providing support for leaders and practitioners

R4. Formalise staff supervision and appraisal procedures

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 make choices and decisions about their play and move between activities and areas of provision confidently. For example, for large parts of the day children move between the inside and outside areas of the setting as they choose. Most children express their views clearly in a manner appropriate for their age and stage of development.

Most children speak confidently with their friends and with practitioners during their play and at mealtimes. They arrive happily at the setting and cope very well as they separate from their parents and carers. They form close bonds with practitioners, which has a positive impact on their well-being. Children who become upset receive calm, gentle reassurance by practitioners and as a result settle very quickly.

Most children develop confidence to express their feelings and know they can talk to practitioners if they need to. For example, they show they feel sad when they lose a toy they want to play with. Most children behave well. They play happily alongside each other in the mud kitchen, whilst others work as a team in the home corner making food for Santa and when transporting and tipping sand between vehicles.

Many children are learning to follow rules and respect other people as practitioners gently remind them not to throw sand in case it goes in someone's eyes. Most children play together well, and minor disagreements are quickly and easily resolved. Many children show resilience as they recover from minor upsets with support. Nearly all children enjoy their play. They engage well in the activities of their choice and sustain interest for appropriate periods of time.

Children have opportunities to learn and develop in all areas of provision and benefit from a wide range of resources and activities available to them. They follow their own interests for extended periods and as a result they develop confidence in making choices. They have opportunities to take part in more targeted activities**,** taking turns as they play games with practitioners**.** Nearly all children are developing independence and self-help skills. They wash their hands independently and find their pegs and hang up their coats and bags. They collect their own snack and choose where to sit, pour their own drinks and clear away food in the food waste bin. This develops their independence and self-esteem successfully.

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

Most children are happy and make good progress from their individual starting points. They are curious and engage enthusiastically with their environment and the learning opportunities available to them. As a result, they acquire new skills and knowledge readily, particularly in the development of their communication and social skills. For example, most children co-operate well with one another as they discuss what meals to prepare in the role play kitchen. Most children demonstrate high levels of perseverance and concentration when playing, such as when pushing trucks through sand and mixing mud and water together outside.

Most children develop their communication and literacy skills well. They speak confidently and enjoy talking with one another, adults, and visitors. They share their views and opinions about things that interest them, such as when talking about their favourite fillings for jacket potatoes. Many children enjoy singing and join in with familiar songs and rhymes with enthusiasm. They listen to stories well and handle books confidently. They like joining in with familiar parts and retell their favourite stories to practitioners and their friends successfully. Many children develop effective mark making skills. They enjoy drawing pictures with paint and in sand. A few are beginning to show an interest in the letters which form their names and write them on their work with support.

Many children join in with Welsh songs and rhymes and are beginning to respond to simple questions and directions with increased confidence. For example, they respond appropriately when practitioners announce transition times and ask them to wash their hands. Many children count items around them and use familiar vocabulary as they play and explore, such as naming the colours of vegetables and how many pieces of each one they have chopped.

Many children develop their understanding of mathematical concepts successfully and use mathematical language confidently during their play. For example, they talk about heavy and light buckets of sand and who has more and less milk to drink. Many children enjoy exploring numbers and count items accurately as they play. For example, they count the number of cups needed for children at snack time and how many pieces of playdough they have.

Many children develop digital skills well as they play and explore. They operate programmable toys to travel along a road and select games on an interactive board independently.

Most children develop their physical skills well and enjoy being active. They ride toy tractors, push wheelbarrows, and run about with co-ordination and agility outside. They develop manipulative skills effectively, such as when chopping vegetables and using pipettes to add drops of water to ice to help it melt.

Many children enjoy creative activities and use a range of art and craft materials to make pictures of things that interest them. For example, they cut card to make lanterns to celebrate Chinese New Year successfully. They dance and sing to music and wave scarves to accompany the songs enthusiastically.

Care and development: Good

Practitioners work well with leaders to keep children safe and healthy. Practitioners have a secure knowledge of how to protect children and know what to do if they have any concerns including those about other practitioners or leaders. There are effective systems for recording, reporting, and monitoring any issues. Practitioners supervise children well and record their own, children's and visitors' attendance daily. They complete all relevant records in relation to accidents, incidents, existing injuries, and medication appropriately. All practitioners have suitable training in paediatric first aid. They know what to do in an emergency as they practise and record regular fire evacuation drills. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners implement good arrangements to keep children healthy. They follow good hygiene procedures in relation to food preparation and toileting. Practitioners ask parents to provide their children with a packed lunch and a healthy snack of fruit or they have an option to have a healthy and nutritious lunch provided by the school. Practitioners provide milk to drink. They ensure children wash their hands after using the toilet and before eating. This helps to develop children's awareness of personal hygiene practices well. Practitioners encourage children to be physically active and ensure they have regular opportunities to play outside in the fresh air.

Practitioners are very caring and supportive. They interact with children in a warm, friendly manner, creating a calm and relaxed atmosphere. There is an effective behaviour management policy in place, which practitioners follow consistently. They praise children for good behaviour and use positive behaviour management techniques such as distraction and explanations effectively. Practitioners are positive role models for children and create an environment that promotes children's self-esteem and independence effectively.

Practitioners meet the needs of most children and are responsive to their care needs. Practitioners are responsive to children as their play and take opportunities to ask open-ended questions that support their learning and development appropriately. For example, when participating in an activity about the three little pigs, practitioners encouraged children to recall and re-enact the story with props and to work out how to keep the house of sticks together. Practitioners have useful systems in place to track children's development but are lacking pertinent next steps. The setting has beneficia procedures to support children with additional needs.

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

Practitioners have a valuable understanding of how young children learn and develop. They plan a worthwhile range of stimulating and engaging activities that interest children and encourage them to explore their environment. For example, there is a bird hide and binoculars outside for children to identify and observe the birds that visit the school grounds. Practitioners allow children sufficient time to become engrossed in what they are doing. They are good language role models and introduce new vocabulary as children play. They ask children simple questions to promote their thinking skills. For example, practitioners encourage children to find suitable ways to add chimneys to the houses they build for the three pigs.

Practitioners provide worthwhile opportunities for children to develop a wide range of skills. They plan valuable opportunities for them to develop their communication and literacy skills. They encourage children to respond to questions and express their views and opinions readily. For example, when threading cereals onto pipe cleaners, practitioners ask them to share their views on different breakfast foods. There are well stocked book areas inside and in the garden, where practitioners read to children and encourage them to join in with repetitive sections and to retell their favourite stories to one another. Practitioners provide beneficial opportunities for children to make marks with a range of materials, such as chalk, water, and paint.

Practitioners encourage children to speak Welsh and provide worthwhile opportunities to develop these skills through their play, such as encouraging children to count objects and name colours. They support them to sing familiar songs and rhymes and to respond to simple questions with confidence. Practitioners plan activities that promote the cultural heritage of Wales appropriately such as celebrating St David's Day, when they provide opportunities for children to talk about traditional costumes. They cook and taste food such as cawl and Welsh cakes.

Practitioners provide beneficial opportunities for children to develop their numeracy skills as they play. There are numbers in the environment for children to observe, copy and match with objects such as drops of water from pipettes. They encourage children to use mathematical language as they explore resources, discussing full and empty buckets, big and small tweezers and heavy trucks when playing outside.

The setting promotes children's physical skills well and encourages them to be active. For example, practitioners provide worthwhile resources to give children opportunities to

develop their balance and coordination skills, such as large wooden climbing apparatus and space to run about. There are beneficial opportunities for children to use tweezers, pens, and paintbrushes, which promotes their manipulative skills well.

Practitioners support the development of children's spiritual, moral and cultural development suitably, through providing a range of cultural resources, including dolls, books, and images. They celebrate festivals from a range of cultures and beliefs. These experiences help to support children's understanding of people's lives and beliefs that may be different from their own.

Practitioners gather a range of useful information as children start at the setting and use this to plan the first steps in their learning. They identify children's fascinations successfully from the time they start at the setting and use them to plan activities that enable them to become engrossed in the things that they enjoy. Overall practitioners make useful observations of children as they play and are beginning to use them to monitor their individual progress. However, practitioners do not use the information well enough to inform them of next steps for individual children.

Practitioners provide parents and carers with beneficial information about their child's progress and well-being through daily updates, social media, and written reports.

Environment: Good

Leaders and practitioners provide children with a rich environment that supports their learning and development effectively. They ensure they care for children in safe and secure premises. Thorough systems are in place for practitioners to manage access to and from the setting safely. Leaders undertake comprehensive risk assessments and staff sign to acknowledge they have read them when reviewed on an annual basis. They review these regularly and consistently and complete daily safety checks of the environment. Leaders ensure that regular building safety checks such as for the boiler, fire alarms and electrics are carried out according to guidelines. All areas of the premises, furniture and resources are exceptionally clean and well maintained.

Leaders ensure that the setting is welcoming and bright with an abundance of natural light. The playroom is arranged in a way that gives children ample space to move around and play freely. Leaders create a sense of belonging by providing them with individual coat pegs and they display children's work to celebrate their achievements effectively. Leaders and practitioners have developed the spaces to give children easy, independent access to a range of interesting and developmentally appropriate toys, resources, and activities. There is access to suitable facilities including toilets.

Children benefit from a large outdoor play area which practitioners have developed to provide further opportunities for play and learning including spaces to run, climb or ride bikes. This area is accessible directly from the playroom. Children can also access larger climbing facilities, a nature area, and a yard in the wider school grounds. Practitioners ensure that they use these areas well to promote children's physical development and wellbeing. Leaders provide good quality furniture, toys, and resources, a number of which promote cultural awareness and Welsh heritage effectively. There is a range of natural materials and resources for children to use in a variety of ways along with authentic

resources in the role play area. This helps children to learn to take care of things, treat them with respect and to use items safely. For example, they use knives to cut fresh fruit and vegetables. Leaders ensure that resources and equipment are clean and well maintained. As a result, leaders and practitioners provide children with an environment that supports much of their learning and development needs well.

Leadership and management: Adequate

Leaders share a clear vision for the setting to provide a welcoming environment where all children are supported to grow and learn to the best of their ability. There is a positive ethos where children are happy and feel valued. Leaders communicate with practitioners through regular meetings and informal discussions. They identify beneficial opportunities for them to develop professionally. For example, practitioners have received training on Curriculum for Wales, first aid and assessment arrangement, which has increased their knowledge and practice in supporting children's learning.

Leaders have developed a clear statement of purpose that provides an accurate picture of the setting, and they ensure that a suitable range of relevant policies and procedures are in place. Currently there is no Responsible Individual in place, providing support for the leader and practitioners with continuous professional support in the day to day running of the setting.

Leaders have suitable processes to evaluate the work of the setting. They set targets for improvement that impact positively on outcomes for children, such as improving their listening skills and developing the purposeful use of technology during play. However, not all areas identified for improvement are addressed in a timely manner and there is a lack of success criteria and timescales to monitor progress at regular intervals.

Practitioners have up to date job descriptions and their roles and responsibilities are clearly defined. Practitioners work well as a team and adhere to the setting's policies and procedures. Most practitioners feel valued and have some formal opportunities to discuss matters as a team. However, there are insufficient systems in place to ensure that all staff receive regular supervision and annual appraisals, to enable them to discuss their individual needs and reflect on their own work.

Leaders have valid links with healthcare professionals and seek and act on advice and guidance to support children with additional needs. Leaders work well with the local authority's link teacher, who has helped them to develop provision and planning.

Practitioners communicate with parents and carers effectively through an open-door policy and the use of social media, where they share photographs and accompanying explanations of what children have been doing. They provide parents and carers with written reports on children's progress and achievements, which ensures that they know how well their children are progressing. The setting has set up a book loan scheme for families to enjoy sharing stories at home.

The setting has beneficial links with the school and use the grounds to extend children's learning. For example, they use large equipment to promote physical skills and have flower beds and an allotment to provide growing activities. There are appropriate arrangements for

children to move on to the next stage of their education, including visits from teachers and meetings with them to share useful information about all children.

Visitors to the setting support children's understanding and experience of the wider world and include a local author who reads to the children, the ambulance service, and a helper from a local garden centre.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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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