Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Presteigne Little People

The Primary School, Slough Road, Presteigne, LD8 2NH

01544 262130

www.presteigneplaygroup.co.uk

Date(s) of inspection visit(s):

03/04/2025

Service Information:

Operated by:	Presteigne Little People`s Playgroup
Care Type:	Children's Day Care
Registered places:	48
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are happy and settled at the service. Children have plenty of support to learn through their play and to develop their independence. They are thriving emotionally, socially, physically, and intellectually.

Staff fully understand their roles and responsibilities to keep children safe and healthy. They are suitably qualified and have a good understanding of child development, children's behaviour is therefore very good. Staff interactions are positive and demonstrate patience, warmth, and kindness. Staff have a responsive approach to activity planning and focus on children directing their own play well.

Leaders who run the setting ensure all areas are safe, secure, and clean. Policies and procedures are in place to support staff and ensure they keep up to date with all health and safety requirements. The premises are child friendly, bright, stimulating and well-resourced, supplying an

abundance of experiences for the children.

Leaders who run the setting are aware of their responsibilities to adhere to regulations. They operate with a clear vision for the service which emphasises a child centred approach, partnership with parents, wider community and the active promotion of children's all-round development. Leaders demonstrate a strong commitment to a continual drive for improvement.

Findings:

Well-being — Good

Children are confident speakers and communicate their needs effectively to staff. They are listened to, which makes them feel they really matter. Some children are developing their speech and are comfortable to respond when prompted to use words. Children routinely make choices throughout the session as to what they would like to play with. Children choose activities and toys to play with either indoors or outdoors. They excitedly jumped in the water tray with their wellies on, inviting others to join in.

Children are extremely settled and comfortable in their surroundings. They are kind and caring, respond well to instructions, and complete daily routines willingly. Sessions begin with children and their parents/carers being warmly greeted at the gate by staff. Children benefit from the positive interactions they receive from staff who are good role models. They learn to treat others in a similar way. Children like to tell others about what they have been doing, and this boosts their self-esteem when staff show an interest and suggest something new and exciting to extend their learning.

Children's behaviour is positively reinforced because of the responsive attention they receive. Children with additional needs have their needs met. Children learn to share, take turns, and to be kind and caring towards their friends. They enjoy the social occasion of mealtimes and sit nicely at the table. Children are polite and use good manners, with only a few in need of a reminder when answering 'diolch' ('thank you' in Welsh). Children have formed good friendships and are eager to help each other, for example, one child helped another find a chair and to open their packed lunch.

Children are continually stimulated and very interested in their play. They really enjoy learning new things and are developing emotionally, socially, physically, and intellectually. Children are being stretched and challenged by staff who have high expectations of them and provide the support they may need. Children are often praised for using their imagination and coming up with their own ideas.

Children have good opportunities to develop their independence skills. They explore new challenges such as putting on their shoes by themselves and clearing away their plates after lunch and accessing the toilet alone.

Care & Development — Good

Staff fully understand their roles and responsibilities to keep children safe and healthy. Policies and procedures cover important aspects of the children's care and safety which are reviewed regularly and shared with staff. Most staff have significant experience and in-depth knowledge of childcare. Most have first aid certificates and have attended appropriate safeguarding training for their role. Staff spoken to understand the process of reporting any concerns they have. Staff and child attendances are recorded and these show staff to child ratios are fully met. Staff practice fire drills regularly. They have clear procedures in place for recording accidents, incidents and the administration of prescribed medications. These include all required information, with parents being informed and signing forms as required.

Staff follow good hygiene procedures when cleaning play areas and promote good handwashing routines to minimise cross infection. Snacks are planned over a cycle and include healthy and substantial snacks with a choice of water or milk to drink. Staff encourage children to play outdoors in the fresh air to develop their physical skills and to boost their well-being.

Staff have an excellent understanding of child development. They are responsive; listening to children's requests to play and respecting their views when they want to do things their own way. Staff interact positively and demonstrate patience, warmth, and kindness. They successfully promote positive behaviour and celebrate with a child when they see this. They use distraction techniques well and offer a few kind words, for example, to explain why running indoors is not appropriate. Staff reassure children often and comfort them when it is appropriate to do so. Such positive, warm interactions create a calm and relaxed child centred atmosphere.

Staff have a responsive approach to activity planning and focus on children directing their own play well. They recognise when to intervene to extend children's play and when to step back and allow them to develop their own ideas. Staff plan for activities appropriately and successfully provide the support needed for children with additional learning needs (ALN). All staff have access to really detailed individual progress reports, which help them to better understand the needs of those children. Many children benefit from a secure attachment to a member of staff, their key worker, who is aware of their next steps in learning. Staff monitor progress closely and consult with specialist agencies.

Staff creatively raise children's awareness of their wider society. For example, they use authentic cultural artefacts, educational posters, photographs, and books. Staff ensure there are good links in the wider community and often visit day centres, libraries and care homes. Leaders ensure it is an inclusive provision.

Environment — Good

Leaders ensure all areas are safe, secure, and clean. Policies and procedures are in place to support staff and ensure they keep up to date with all health and safety requirements. Daily checklists and procedures are used effectively.

The premises is set out to provide a welcoming, calm, and stimulating environment, which creates a good feeling of being safe, secure and a sense of belonging. Children's independence is promoted as they can freely explore the indoor and outdoor areas, making their own choices about what they want to play with and where. A large undercover area ensures children can be outdoors in all weathers. The outdoor play space is good and provides the children with an abundance of play and learning opportunities and this is always being expanded. There is a wooded area they can access in the school grounds. There is a sand pit and suitable surfaces for ride on toys. Staff ensure toys and resources are suitable for the age and stage of development of children. For example, appropriately sized furniture, along with real crockery, dressing up clothes, kitchen utensils and twinkling lights. Staff attractively organise outdoor and indoor areas are to promote active learning. Leaders make sure children have some opportunity to learn about the natural world.

There are a variety of good quality developmentally appropriate play and learning resources indoors for children to be offered a wide range of learning experiences. There are resources to develop children's sensory, language, numeracy, and self-awareness skills. There is a good variety of recycled, authentic, and sustainable resources to develop children's curiosity. These are displayed around the setting. Children's artwork is celebrated, and photographs are displayed nicely on the walls showing their efforts are valued.

Leadership & Management — Good

Leaders are aware of their responsibilities and adhere to regulations. They operate with a clear vision for the service which emphasises a 'child centred' approach. They have good partnership with parents, the wider community and actively promote children's 'all-round' development. Leaders notify Care Inspectorate Wales (CIW) of significant events and changes to the setting. The statement of purpose provides parents with the information they need alongside policies and procedures. The person in charge/manager is visible, approachable and responds to concerns and anxieties from parents and carers swiftly. For example, holding session for parents to help promote reading. The support offered to families extends beyond the care of their children in the setting, They support families to provide the best outcomes for their children at home, and also when transitioning up to school. Leaders have a good understanding of their responsibility to promote the Welsh language and there are plans in place to further develop it.

Leaders demonstrate a strong commitment to a continual drive for improvement. There are appropriate and successful systems in place. They seek the views of staff, children, parents, and professionals who have links to the setting. All staff are open to new ideas and are willing to try out different ways of working. They display a willingness to learn, promote best practice and value feedback from umbrella organisations, external auditors, the local authority, and regulators.

Leaders ensure staff know they are valued, are given clear direction and their potential is developed. Staff spoke of support from those who run the setting, a commitment to training, and a strong culture of continuous professional development. These are modelled by the manager and evidenced in staff files. Leaders ensure staff update mandatory training and attend additional training. There is evidence of annual appraisal process. However, there was very little evidence to suggest that regular supervision happen for all staff. They ensure meetings are used to develop individuals' confidence.

Those who run the setting work closely and positively with parents to meet children's needs and to keep them informed of their child's development. Strong partnerships have been established with a range of organisations and the local community.

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.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 13 (Day Care) - Suitable Person	Leaders to provide regular supervisions to all staff.

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Promote the Welsh language

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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