Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gors Little Learners

Gors Community School, Gors Avenue, Townhill, Swansea, SA1 6SF

07957217742

Date(s) of inspection visit(s):

02/07/2025

Service Information:

Operated by:	City and County of Swansea Child Care and Play Services
Care Type:	Children's Day Care
Registered places:	40
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	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.

Ratings:

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

Summary:

Children are confident communicators and thoroughly enjoy their time at Gors Little Learners. They consistently make choices about what they want to do. Children engage in purposeful play-based activities that enhance their experiences and provide opportunities for them to learn and grow.

Staff ensure that safeguarding underpins all practice in order to promote children's wellbeing efficiently. They are well qualified and experienced. Staff foster close bonds of affection with the children and confidently provide a child-led setting through following their interests.

Leaders provide a warm and nurturing setting for children where they can play safely in a rich environment. They ensure the resources and equipment are suitable to meet children's individual needs. Leaders identify any unnecessary risks to children and eliminate them where possible.

Leaders have an excellent vision and are passionate about providing an outstanding service. They value staff and provide effective and regular support. Leaders maintain successful links within the community and work closely with parents who are thrilled with the service they receive.

Findings:

Well-being — Excellent

Children thoroughly enjoy their time at Gors Little Learners and their happiness and voice is the driving force of this service. They are excellent communicators and have a very strong voice. Children are extremely confident making their own choices and decisions about what they want to do and where they want to play. They freely express themselves and happily approach staff who promptly respond to their requests and meet their needs. For example, when a child asked for a dinosaur, staff went out of their way to help the child to find the one they were looking for.

Children feel safe, valued and extremely relaxed at the setting as they know staff respect their feelings and concerns. They benefit from the consistency of staff who know them extremely well. This is evident through their close bonds of attachment. Children cope extremely well with separation and are clearly familiar with the routines of the setting. For example, they know it is time to wash their hands when staff tell them snack is ready.

Children interact extremely well with each other and staff. They happily greet one another when they arrive at the setting and say hello to staff who reciprocate with genuine care and affection, exclaiming, *"Hello gorgeous girl! Hello handsome boy!"* Children are developing caring friendships where they help each other and share about the choices they are making. For example, when a child arrived at the snack table, a child who was already eating invited their friend to sit by them. The child told them the options available, whilst showing their friend what they had chosen to eat.

Children are very curious learners and become absorbed in their play and learning. They enjoy a range of interesting opportunities which spark their curiosity. For example, children were thoroughly engrossed in a large box of soil with various accessories and resources including plant pots, magnifying glasses and toy bugs. They were immersed in their experience for an extended period and thoroughly enjoyed using their imaginations. Children have the freedom to safely explore the indoor and outdoor environment and happily decide how much time they spend in the various areas. They are confident to choose whether to engage in adult-led activities or free play.

Children have excellent opportunities to develop their independence skills. This means they are able to do things for themselves successfully and problem solve effectively. Children take pride in caring for their belongings; hanging their hats back up on their hooks when they have come in from outside. They proudly share their successes with staff, *"I did it!"* who immediately praise them, *"You did! You are so clever! High five!"* At snack time, children enjoy collecting their China plate and choosing where to sit. They confidently decide what they want to eat, and they serve themselves. Children also pour their own drinks into their glasses and ask for support if they need it.

Care & Development — Excellent

Staff implement the policies and procedures to a very high standard to keep children safe and promote their care and development. They have a sound understanding of the safeguarding procedures and their responsibilities to report any concerns. Staff follow the relevant processes meticulously. They promote physical activity, healthy lifestyles, health and well-being. For instance, they have achieved the Healthy and Sustainable Pre-School Scheme Award, and the Gold Snack Award. Staff offer a range of healthy foods at snack time and encourage the children to explore different textures and tastes. They accurately record children's attendance and promptly fill in accident sheets and pre-existing injury forms, sharing the relevant information with parents and carers. Staff implement thorough hygiene procedures and ensure children wash their hands frequently.

Staff foster extremely nurturing relationships with children through engaging in a warm and caring manner. They frequently move around the setting interacting with children and supporting them. Staff effectively implement the behaviour management policy, by using positive reinforcement and consistently reassuring and praising the children. For example, *"You're amazing! That's right! You are so sweet!"* This means children develop positive self-esteem as they receive lots of praise and reassurance from staff. Staff are excellent role models to the children; they respond warmly to their requests. For example, when a child asked a member of staff to play with them, staff immediately allowed them to take their hand and lead them to the activity. Staff display sincere care and affection for the children, they genuinely enjoy being with them and tell them, *"You are so much fun!"* The interactions between them are consistently stimulating. As a result, children's behaviour is exemplary as they know what is expected of them.

Staff provide a wide range of experiences for children to explore and experiment independently within the environment. This ensures children are at the centre of their own learning by enabling them to follow their own interests. Staff know the children extremely well and are highly motivated to allow children to extend their play. For example, staff recognise when a child plays in a particular schema, and they provide further opportunities throughout various activities to support the children in their preferred way of learning. Staff practice is exceptional. They use simple language patterns to achieve clear objectives with the children, particularly through singing songs and rhymes. Staff quickly seize opportunities initiated by children to engage in sustained shared thinking. For example, when children decide to build sandcastles, staff enable them to consider the best texture of the sand to build the castles. Through these interactions, staff motivate and inspire children to explore their curiosity and engage in play. This is a real strength of the setting. Staff are confident when working with children with additional learning needs and they strive to provide the best outcomes for children. They have exemplary records in place which monitor children's progress and allows them to reflect on their learning journeys.

Environment — Excellent

Leaders have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They successfully embed the relevant policies and procedures within the setting to ensure the environment is safe, secure and extremely well maintained indoors and outdoors. For example, the doors are kept locked at all times and children, staff and visitors are routinely signed in and out of the building. They ensure staff supervise children well and recognise and understand the difference between acceptable and unacceptable risks for the ages and abilities of the children. Leaders complete comprehensive risk assessments that cover various aspects of the environment. They are thorough, completed frequently and are of an extremely high standard. Leaders complete regular fire drills and maintain the relevant records to ensure all staff and children can evacuate the building in an emergency. Leaders implement highly effective cleaning routines that reflect excellent hygiene practices which minimise the risks to children's health and safety.

Leaders use neutral colours and resources throughout the environment, which creates a sense of calmness and relaxation at the setting. In order to enhance this further, they use the natural light within the setting effectively and minimise the amount of artificial light they use by using soft fairy lights when it is needed. Leaders provide plenty of space for children to play and learn by ensuring they use the space effectively. They ensure children have the freedom to safely explore the indoor and outdoor environment when they choose. The layout is well thought out and provides excellent learning spaces for children to explore as well as areas to rest or have quiet time. The displays are meaningful and reflect children's time in the setting.

Leaders create an exciting play environment for the children with a variety of authentic resources available to stimulate and motivate them to lead their own play. For example, children confidently move resources around the environment to support their play. Leaders ensure the environment presents challenging opportunities for children that excite and amaze them through enhancing their curiosity and interests. Leaders provide quality furniture and equipment that is suitable for the developmental needs of the children. For example, there is appropriate furniture for children to sit at with ease to undertake tabletop activities and eat their snacks. The toilets are child-sized and support children to develop their independence skills. Resources are plentiful and in excellent condition. The outdoor area, including the summer house and various equipment extends children's play experiences further through messy play, construction and a quiet area for reading and rest.

Leadership & Management — Excellent

Leadership and management of the setting is inspiring; creating a positive ethos where all children feel valued and important. Leaders display determination, passion and a clear vision for the service they provide. They strive to maintain high standards and ensure staff embed the policies and procedures within the setting. Staff work exceptionally well as a team, communication and collaboration are extremely effective which positively impacts the children. The statement of purpose is comprehensive, clear and informative and fully informs parents and carers of the service they provide. Leaders are efficient, extremely organised and place great importance on ensuring they run an inclusive service. They record children's preferences in detail, and leaders have the appropriate parental permissions in place.

Leaders recognise the importance of self-evaluation and review the setting annually through feedback from children, parents, staff and outside agencies. They are extremely approachable and welcome any ideas or suggestions to improve their practice. The quality of care report is excellent. It is well written and highlights their strengths as well as identifying areas they would like to enhance and develop further.

Leaders have high expectations and are motivated to lead staff well and support them successfully. This ensures staff are energetic and confident in their roles and are therefore able to meet children's needs. Leaders ensure the team achieves success through effective staff appraisals and supervisions, which have a positive impact on staff wellbeing, development and training opportunities. Leaders follow excellent recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to effectively care for children. They have robust systems in place to ensure checks are completed in a timely manner. Leaders deploy staff effectively and ensure they maintain ratios.

Leaders have a well-established relationship with a wide range of professionals, including the local authority and other stakeholders. They are developing partnerships with the families within the community to ensure their communication is inclusive. Parents speak very highly about staff and the service and are extremely happy with the care their children receive. They feel their children are happy and have noticed an improvement in their children's ability to socialise and communicate since attending the setting. Leaders share pictures and relevant information relating to their learning and development with parents and carers through an app. They ensure when there are concerns about children's progress or development, there are clear and effective procedures in place for sharing information. Leaders follow these protocols consistently, ensuring children benefit greatly from the action taken. They have excellent links with the nursery and have worked together to develop across both settings to ensure successful transitions and promote positive outcomes for children.

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.

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)
	No NMS Recommendations were identified at this inspection

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