



Pontarddulais Little People Flying Start



Pontarddulais Primary School, James Street, Pontarddulais, Swansea, SA4 8JD



01792 883637

The inspection visit took place on 23/10/2025

Service Information:

Operated by:	City and County of Swansea Child Care and Play Services
Care Type:	Children's Day Care
Registered places:	12
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children are happy and confident to communicate their wishes, and their needs are consistently considered. They have opportunities to make choices and their interests are valued. Children are settled and are developing close relationships with their friends and with staff. They express enjoyment and enthusiasm and are developing their independence skills effectively.

Staff follow policies and procedures to promote healthy lifestyles, physical activities, safety and personal well-being. They understand their responsibilities to protect children and manage risks effectively. Staff plan a range of purposeful activities and have thorough systems in place to support children's individual needs and interests in their learning and development journeys.

Leaders offer a secure and welcoming environment where children are confident to move around freely. They provide a good range of resources, and the provision is age-appropriate and well-maintained.

Leaders have a clear vision for the setting and keep purposeful policies and procedures in place. They support staff to ensure their training is up to date and have developed a committed and close working team. Leaders work in partnership with health professionals and with the school and benefit from facilities on site. They are committed to ensuring parents are well informed and fully supported.

Findings:



Well-being

Good

Children communicate confidently and their wishes are consistently considered. For example, children tell staff where they want to play and ask for certain resources such as having the tent out or adding more water to the teapot. Children are given opportunities to make choices and the activities available appeal to their curiosity. For instance, indoors, children choose to explore the loose parts on the autumn table and particularly enjoy the textures of the acorns and pinecones. They chat confidently with staff about cracks on their acorns and compare acorns of different sizes.

Children are happy and settled and smile contentedly as they explore their surroundings. They feel safe and are familiar with the daily routine. For instance, following tidying up, children know what happens next and happily wash their hands before preparing to brush their teeth. Children know staff are always close by and are comfortable to seek support, enjoying the closeness of staff, such as sitting next to staff at the play dough table, or sitting beside staff for a story. They are extremely comfortable around visitors and invite us to join in their play, offering us resources such as felt animals to place carefully onto pages of a book, or waving light wands at us.

Children's interactions are positive and friendly. They play with excitement and delight, and explore their environment individually, in pairs or in small groups and show interest in what others can do. For example, whilst exploring the animals in a story book, children asked if they could play, 'sleeping bunnies', to which staff responded with, "*let's go to the carpet because it's soft,*" and one child replied, "*yes, the floor is too crunchy.*" This led to the children requesting more songs and confidently adapting the verses by adding different animals such as, "*can we sing about the fox?*" Children laugh excitedly as they name animals and dance energetically, waving their arms and using motions as they sing new verses about frogs.

Children enjoy opportunities to play and learn. They are confident to explore and initiate their own play. For example, children spend time, focusing with interest, as they use teaspoons to find spiders in purple rice; and discover the sensory experiences of emptying real pumpkins of their seeds. Children are given opportunities to explore and experiment. For example, in the home corner, children play hide and seek in a tent, whilst others spend time adding water and teabags into real teapots and using teaspoons to lift conkers into teacups. Others spend time on a small sofa and enjoy the company of their friends as they look at catalogues.

Children enjoy their independence within the setting and thrive on the opportunities provided to develop their skills and confidence. For example, they are encouraged to wash and dry their hands following activities and before their snack. Children thoroughly enjoy helping themselves with small prongs to fill their plates with healthy snacks. As they prepare to brush their teeth, a daily helper distributes paper towels, and the children say '*thank you*' without prompts. Children enjoy the responsibility of using real plates, glasses and small porcelain jugs to pour their milk or water.





Care & Development

Good

Staff understand their responsibilities and implement the setting's policies to promote healthy lifestyles and children's personal well-being. They are experienced and understand their responsibilities to safeguard children. They can explain the setting's safeguarding procedures and have completed safeguarding training, in line with their roles. Staff practice clear hygiene routines around the preparation of snacks. They provide a healthy nutritious menu of daily snacks, such as toast, crackers, cheese, apple, cucumber and bananas. Staff wipe down surfaces before and after activities such as brushing teeth, wear appropriate protective resources during all these procedures, and encourage children to understand why it is important to have clean hands. They follow a clear nappy changing policy and ensure procedures and facilities are correct and appropriate, whilst ensuring the respect and dignity of children. Staff are aware of children's individual needs such as allergies and medical needs and ensure these are understood and communicated effectively through procedures and clear notices in designated areas. They keep signed accident and incident records and ensure parental consent for all aspects of risks are in place. Staff implement consistent and clear processes for children with additional learning needs and work closely with professionals and the children's families to support them in their ongoing development.

Staff interact in a warm, gentle and kind manner. They speak clearly and build children's confidence to try new things and develop their understanding. Staff are good role models and encourage children to say '*please*' and '*thank you.*' They communicate respectfully with children such as, "*Can I wipe your nose please?*" and encourage children to dispose of their tissues such as following teeth brushing routines. Staff know the children well and support the development of children's social and emotional skills, through positive behaviour strategies, for instance encouraging children to take turns and share. Through careful observation practices, staff follow children's interests and use opportunities to extend children's thinking and problem-solving. For instance, whilst exploring small acorns, children filled a jar and tried to place a lid on the top to which they said, "*it doesn't fit!*" Staff responded with "*what do we need to do, to make it fit?*" Staff are enthusiastic and demonstrate their enjoyment through consistent responses and praise, and make efforts to use the Welsh language on occasions, through songs, "*un, dau tri,*" and questioning, "*ti moen rhagor o ddŵr?*"

Staff understand children's individual development and ensure each child's learning journey is documented. We saw evidence of these which included observations, photographs, individual achievements and next steps. Staff celebrate children's interests and successes and demonstrate these on a large display board in the main playroom, entitled, '*Our Curious Journey.*'



Environment

Good

Leaders understand their responsibilities to provide a safe, clean environment and strive to ensure all aspects of the setting's security is maintained. They offer a self-contained environment which is located on the school site, and internal doors have keypads which provide further security. All visitors to the setting sign in at the school as well as the visitors' book within the setting. Leaders keep measures and policies in place which ensure everyone understands their responsibilities to keep children, staff and visitors safe. They offer a building which is of a good standard indoors with a safe outdoor play area. The Person in Charge ensures risk assessments on all aspects of the premises, equipment and activities are carried out and reviewed annually or when required. They maintain comprehensive fire safety documents such as a risk assessment, evacuation action plan, and fire equipment checks and we saw evidence of the setting's fire drills. The Person in Charge ensures the daily register for children and staff is completed, recording arrival and departure times. They ensure first aid kits are in place indoors as well as for outdoor activities and provide information boards for parents and visitors which includes staff details, certificates and policies.

Leaders work continuously to develop the setting and the Person in Charge and staff have prepared the indoor area effectively offering a welcoming, calm and friendly environment. They ensure children have easy access to play areas, quality equipment and purposeful facilities, enabling the setting to run smoothly. For instance, within the main room, they offer exciting mark making, story, loose parts and role play areas. With the use of small safety gates, staff can access the kitchen area, whilst also being able to communicate with others. This is inspected by the food standards agency and provides a clean space for staff to prepare snacks safely. A toilet area close by enables children to be independent, and a further area for children's coats and bags provides opportunities for children to dress themselves. Leaders lock all documents securely in an office which also provides opportunities for parents and professionals to chat confidentially. The outdoor area offers an enclosed space with a boundary fence and gate which is locked when children are playing outside. This area provides additional play equipment enhancing children's experiences during their play and learning.

Leaders provide a range of indoor and outdoor resources which are appropriate for children's ages and stages of development as well as their individual interests. For example, indoors, resources include a range of thematic books, musical instruments, loose parts and real-life resources which promote children's curiosity. The Person in Charge and staff work hard to provide innovative activities using natural and real-life objects to enhance children's experiences during play. Outdoors, they provide opportunities for children to develop further skills such as climbing equipment, balance beams and trikes. They offer a range of bilingual displays which are personal and purposeful. For instance, we saw a family display which provides a sense of belonging, and the Person in Charge and staff ensure children have opportunities to celebrate various holidays, festivals and notable dates.



Leadership & Management

Good

Leaders have a clear vision for the setting and are invested in their provision. They respond well to recommendations made by Care Inspectorate Wales and are keen to demonstrate their commitment to providing a quality service to families. Leaders keep an up-to-date statement of purpose which reflects the current setting and the Person in Charge ensures a comprehensive file of policies are reviewed annually and include procedures which are understood by staff. Leaders ensure regulatory records, such as children's registration files, are organised and up to date and these are stored in a safe place on site. The Person in Charge ensures there are enough staff to look after children at all times and annual requirements such as insurance and data protection certificates are valid. The Person in Charge told us they are continuing to support staff to further develop the use of the Welsh language.

Leaders evaluate the care appropriately to introduce further development. They complete a quality-of-care report and collate the views of parents, children, staff and professionals to consider consistent improvements.

The Person in Charge works closely with staff to support them, and staff are happy and work hard to fulfil their roles and responsibilities. Leaders and the Person in Charge ensure clear induction processes are in place. They maintain organised, consistent and up to date staff files. In addition, we saw evidence of appraisals and regular supervisions where staff can discuss their individual development plans and fulfil personal and professional goals. Staff told us they feel supported and enjoy the collaborative and respectful teamwork. Leaders keep up to date Disclosure and Barring Scheme (DBS) checks and the Person in Charge ensures all staff follow a training matrix, updating their mandatory training when required such as, paediatric first aid, food hygiene and appropriate safeguarding training. In addition, staff have opportunities to attend further training courses such as manual handling and individual develop plan training.

The Person in Charge and staff have established strong partnerships with parents and effectively share information with them via a secure software platform. They complete 'All about Me' documents which are passed on to local schools to aid in smooth transitions for the children. They keep new immunisation records in line with national health guidance enabling the team to monitor children's health and share information with parents. Parents told us their children have excellent care and staff are approachable, friendly and always willing to provide time to give feedback about their child's day. Parents added, because it is a small setting, each child receives care, support, and lovely opportunities to learn and play in a safe environment. Another parent added, their child can socialise safely, and staff "*go above and beyond.*" The Person in Charge and staff have established numerous links with supportive professionals within the local authority such as early years advisors. They told us they continue to develop new partnerships with other professionals within the community to enhance children's learning experiences further.

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)
Standard 18 - Quality assurance	Ensure further investment in time and support to empower staff to continue developing the use of the Welsh language within the setting as well as celebrating the Welsh culture, in order to work towards meeting the full requirements of the Active Offer.

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