Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Llanfyllin Preschool Playgroup

Llanfyllin Primary School, Llanfyllin, SY22 5BJ

01691648207

Date(s) of inspection visit(s): 4 June 2025

04/06/2025

Service Information:

Operated by:	Llanfyllin Preschool Playgroup
Care Type:	Children's Day Care
Registered places:	19
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children thoroughly enjoy their time at the setting. They are settled and are confident interacting with each other, staff and visitors. Children excitedly make choices about what they do and are developing lovely friendships with each other and staff.

Staff successfully promote children's wellbeing and ensure safeguarding underpins all practice. They manage children's behaviour effectively and build close relationships with them through their caring attitudes. Staff plan activities to promote children's development and to encourage their natural curiosity in the world around them.

Leaders ensure the environment is spacious, secure and clean. The play areas are welcoming and friendly and provide a rich environment for children to play and learn. There is extensive space outdoors with facilities to meet the needs of children, however some improvements are needed indoors.

Leaders have a clear vision and run an effective, well organised setting. They have good systems for evaluating and improving their service. Leaders value staff and support them effectively. They develop positive partnerships with parents who are very happy with the care their children receive.

Findings:

Well-being — Good

Children have a very strong voice and consistently make decisions about what they want to do, where they want to play and who they want to play with. Throughout the session, children move freely around the indoor and outdoor spaces and engage in activities that interest them. For example, children thoroughly enjoyed making a pirate ship outside and using the maps to find treasure. Children express themselves confidently and they know staff will listen to them and respond immediately. For example, when a child asked to add a flag to the ship, a member of staff found one and helped them attach it to a pole.

Children are extremely happy and comfortable with staff. They join in with the various activities and greet each other with smiles and hugs. Children know the routines of the setting well. For example, they gather as a group on the carpet for a story, after going to the toilet.
Children are learning how to play together, share and make friends. They have consistently good interactions with each other and with staff. Children co-operate well for their age and are actively engaged and interested in the play opportunities available to them. They thoroughly enjoyed engaging in being a pirate. Children did not stop smiling, chatting together and giggling throughout our visit.

Children are motivated, animated and engaged in their play and learning. They enjoy interesting and stimulating opportunities that are suitable for their ages and stages of development. Children are very confident participating in self-led and adult-led activities for extended periods of time. They share their excitement with each other and with staff.

Children have some opportunities to develop their independence skills, enabling them to do things for themselves successfully. For example, accessing the toilet independently.
Children also independently retrieve their belongings and choose what they want to do with their work. Children make very good progress and are confident to try new activities.

Care & Development — Good

Staff care for children well by meeting their individual needs and working effectively to keep children safe and healthy. They are experienced and highly qualified. Staff frequently move around the various areas interacting with children or supporting them. They fully understand and consistently implement the relevant policies and procedures to keep children safe and promote healthy lifestyles. Staff confidently discuss safeguarding scenarios and have a good understanding of their responsibilities to protect children. They maintain appropriate records of children's individual needs relating to allergies, symptoms and other dietary requirements. Staff follow cleaning routines and hand washing procedures thoroughly. They are confident to deal with accidents, incidents and they understand how to administer prescribed medication safely. Staff record children's attendance and maintain a record of visitors to the setting.

Staff create very nurturing relationships with the children. They are warm, attentive and positive role models to the children, treating them with kindness and care. Staff encourage children to say '*please'* and '*thank you*,' celebrating when they use their manners independently,"*That is such lovely manners, well done."* Staff frequently offer praise and reassurance to the children, acknowledging their efforts and accomplishments to promote their confidence and self-esteem, "*Wow, that looks beautiful! Great job!"* Staff consistently implement positive behaviour management strategies and as a result children's behaviour is exemplary because they know what is expected of them. Staff genuinely respect and listen to the children's views, validating children's feelings and allowing them to express themselves in their own time.

Staff have a thorough understanding of child development. They provide a wide range of play and learning experiences in line with the curriculum for Wales. Staff have a good understanding of when to interact and when to let play unfold. They focus on developing and progressing each child's individual skills and abilities. Staff observe children to support their planning and to develop each child's understanding through developmentally appropriate questioning. For example, when a child asked, "*Why won't this work?"* the staff member encouraged the child to think about what the problem could be, asking *"what do you think will work?"* The child thought about the prompt and worked out what they needed to do. The staff member then praised the child, "*You've got it! Well done*!" Staff promote the Welsh language and culture in the setting. For example, we heard many Welsh phrases throughout the session as well as songs being sung in Welsh. Staff also used Welsh words in the pirate theme to further embed the topic as well as the Welsh language.

Environment — Adequate

Leaders have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They have good systems in place to ensure the setting is safe, secure, and maintained indoors and outdoors. Leaders organise consistent cleaning routines that reflect good hygiene practices. They complete daily checks of the premises to minimise any risks to children's safety and well-being and they conduct effective maintenance checks for the building and appliances; ensuring they are all up to date. Leaders complete detailed risk assessments that cover all aspects of the environment, which they regularly review and take appropriate action if needed. They practice fire drills frequently and maintain sufficient records to ensure that all staff and children can evacuate the building in the event of an emergency.

The premises are warm, welcoming and accessible to all. The play space is bright and airy with colourful displays along with children's artwork and pictures on show. This means that children feel valued and have a good sense of belonging. Leaders use the space effectively outdoors. However, the indoor environment was cluttered and hindered the children from being able to explore freely. Staff ensure the door from the inside playroom to the outside play area is open throughout the session; allowing children to move freely between the two environments and choose for themselves where they want to play, with most choosing the outdoors. The outside, enclosed area provides sufficient room for children to explore a variety of outdoor play experiences, which includes gardening. Leaders ensure the environment enables children to be creative and to explore confidently and independently.

Leaders ensure children access a range of authentic resources and equipment as well as good quality furniture that is suitable for the developmental needs of all the children. For example, the appropriately sized table and chairs ensure children can sit at ease to undertake tabletop activities and eat their snacks. There are also low-level storage units which make it easy for children to access the resources independently. Resources are more than sufficient in variety and quantity which means they keep children's interest, prevent disagreements and allows children plenty of choice. Although it is felt that at times there is too much choice and can make the indoor environment somewhat chaotic. Leaders provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment.

Leadership & Management — Good

Leaders have a clear vision which they communicate successfully to their staff, creating a positive ethos. They create a calm and positive atmosphere in the setting and are committed to providing a good-quality service, ensuring learning opportunities for staff as well as the children. Leaders maintain and share an up-to-date statement of purpose that accurately reflects the service they provide. They have a good set of policies and procedures which they review regularly. which staff successfully embed within the setting. Leaders have a good self-evaluation system in place which enables meaningful reflection and allows them to acknowledge their strengths. Their system includes using the feedback from staff, parents and children to form their comprehensive quality of care review. In their review, leaders identify areas they would like to build on, and they effectively implement their plans within the setting.

Leaders are enthusiastic and extremely motivated. They set high expectations and lead staff very well, supporting them and providing further development opportunities. Leaders ensure supervisions and appraisals are meaningful and provide further opportunities to support the exchange of information. Staff said they feel well supported by the leaders and are confident approaching them if they need to. Leaders deploy staff effectively to ensure they meet staffing ratios, and as a result children's needs are met. They follow good recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children.

Leaders are committed to developing positive partnerships with parents and carers and ensuring all communication is effective as they know it is valuable in order to promote positive outcomes for children. They collect sufficient information about each child's preferences and individual needs before they start in the setting.

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 22 - Environment	To sort and declutter the indoor play space so children have free access to suitable and meaningful resources.

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