Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Songbirds Playgroup

Parc Lewis Primary School, Broadway, Treforest, Pontypridd, CF37 1BE

07932933287

www.facebook.com/LittleSongbirdsPlaygroup

The inspection visit took place on 11/05/2026

Service Information:

Operated by:	Jodi Louise Heath Burton
Care Type:	Children's Day Care
Registered places:	28
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 have many opportunities to express themselves and make choices about play and activities. They are building strong relationships with each other and with staff. Children are very happy and have lots of fun in their play. They are developing well and are becoming independent.

Staff work very well together and are responsive to children's needs and preferences. They know the children well and have a good understanding of how to keep children safe and healthy. Staff consistently manage interactions in a very positive way. They know each child's needs and preferences and provide a wide range of interesting activities to encourage children to learn and develop.

Leaders ensure the environment is safe, secure and well maintained. Staff create a space that is inviting and stimulating and organise resources so children can easily access them. Leaders

provide good quality resources and equipment that enrich children's all-round learning and development.

Leaders operate the setting in line with the Regulations and National Minimum Standards. They have an effective procedure in place to review the service they provide on an annual basis. Staff are qualified and experienced. Leaders provide good support and supervision to staff. Leaders have developed good partnerships with parents, the school and the Flying Start service.

Findings:

Well-being — Good

Children can contribute their ideas and make decisions about activities, songs, stories and how they spend their time at the service. For example, they confidently 'vote' using discs to choose an activity. Children move freely around a wide range of activities, indoors and outdoors and their play is mostly self-directed. Many children express themselves very well and staff always listen carefully, showing interest and responding positively. Children have a strong voice and communicate their needs and wishes confidently.

Children experience warm relationships with each other and staff. They arrive happily and greet others with smiles. Children's individual needs are fully acknowledged. For example, dietary requirements and likes and dislikes. Children clearly know and enjoy routines such as hanging their coats up and getting ready for snack. They join in at tidy up time and fervently join in singing familiar songs. Children feel a sense of belonging because they see their craft and family photos displayed in the playroom and have opportunities to talk about things that interest them. Children feel very safe and happy.

Children co-operate and play together well. Many children say 'please' and 'thank you' without being prompted and they are learning to share resources successfully. For example, engaging in imaginative play together in the home area. Children sit at the table together for food and listen to each other's 'conversations', taking turns to serve themselves snack. Children sit appropriately as part of the routine to get ready to go outside and when listening attentively to stories. They smile proudly when praised for cooperative and kind behaviour and achieving personal goals.

Children are active, curious learners and freely engage in activities inside and outside the playroom. They respond positively to praise and encouragement from staff, which boosts their self-esteem, feelings of achievement and builds their confidence. Children engage in their activities for a good length of time and are eager to talk about what they are doing. For example, pouring different colour water into vessels and showing how the colours change. Children enjoy learning new words and many easily repeat Welsh words and phrases. Children thoroughly enjoy their play and learning.

Children are successfully learning to become independent learners and develop their self-help skills in line with their age and stage of development. They know where to put their coats, sun hats and belongings as they arrive and collect them again to go outside. Children pour themselves a drink from a jug and serve themselves from a platter of food. They are learning to use the toilet facilities independently, washing and drying their hands with adult supervision. They pick out toys without help and enjoy helping staff to tidy resources away.

Care & Development — Good

Staff have a good knowledge of the setting's policies and procedures to keep children safe and healthy. They understand the clear safeguarding policy and confidently outlined the procedures for reporting concerns about children to an appropriate agency. Staff promote healthy eating, preparing healthy snacks and encouraging parents to provide healthy packed lunches. Staff are well informed about any child with allergies, dietary or medication requirements and have procedures in place to ensure these are met. Staff operate good hygiene processes such as cleaning tables and washing hands. They record accidents and incidents robustly on an electronic app and leaders have good oversight of this, identifying any trends or patterns that they need to deal with.

Staff work in line with the behaviour policy and have a consistent approach. They are good role models, treating children with respect and valuing them as individuals. Staff listen attentively, and take interest in what children say, which promotes confidence and social skills. They put a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff are calm and clear about what is expected and why. They use routine phrases and lower their tone of voice very successfully to gain children's attention and cooperation to learn to self-regulate their behaviour. Staff successfully use pictorial instructions, such as coloured circles, to make transitions easier for children to understand. They keep these on lanyards so they are readily available.

Staff promote children's play, learning and all-round development effectively. They monitor and assess children's progress and plan developmentally appropriate, exciting activities, to ensure that all children can engage, have fun and learn. Staff encourage and facilitate children's learning well. They pick up on teachable moments as children play with their chosen activity. For example, they count cars and talk about colour spontaneously during play. Staff display bilingual signs in all areas which encourages children's recognition and use of the Welsh language. They use Welsh words and phrases throughout the day, and children understand and repeat these. Staff teach children about their community and local places that are meaningful to them, promoting a sense of belonging or 'Cynefin'. Staff promote children's knowledge of the world and different cultures through displays, books, food, toys, activities and various celebrations. Staff provide interesting activities and encourage children to use the outdoor play area whenever possible for physical development and exercise.

Environment — Good

Leaders ensure the environment is safe and well maintained indoors and outdoors. Staff operate robust systems to keep the setting secure from unauthorised visitors. Leaders have established a good range of policies that support staff to keep the environment and children safe and hygienic. They draw up suitable risk assessments which they share appropriately with staff. These include all areas of the setting and many activities. Leaders liaise with the school regarding the maintenance of gas, electric and fire systems, and leaders confirmed that these met regulations. Inspections for heating, fire alarm and portable appliances were up to date. Staff undertake fire drills that conducted in line with the school emergency evacuation schedule. These were well recorded and show they are carried out on a regular basis.

Leaders ensure the premises are very suitable, child friendly, stimulating and promote children's play and learning. The setting operates from school, who provide areas that are for sole use of the setting. Play areas are bright and airy with plenty of space for a good range of activities, as well as comfortable areas for children to relax. Staff use a small 'kitchen' area within the playroom where they prepare food. They clean tables within the playroom for children to sit and eat snacks. Leaders have good procedures in place to use the toilet and nappy changing facilities that are shared with the school. They are updating the toileting procedure to clearly reflect practice. Children have use of a large outside area where staff set up interesting activities and provide areas where children can use ride on toys safely. Staff are knowledgeable about protecting children from the sun and have procedures in place to ensure children use the outside safely.

Leaders provide furniture and equipment that is age appropriate and child sized. They ensure there is a wide variety of very good quality resources to encourage children's curiosity and imagination and support their learning and development. This includes using every day and recycled items for crafts to raise children's awareness of environmental issues. We saw a wide range of good quality resources including books and multicultural resources that reflect the wider society and promote equality. Staff ensure that play areas are well organised with resources within children's reach to promote choice and independence.

Leadership & Management — Good

Leaders operate systems that ensure the day to day running of the service is effective and runs smoothly. The statement of purpose provides a clear description of the service and what it sets out to provide, so that parents can make an informed decision about its suitability for their children. Leaders have developed a range of policies and procedures that are clear and well written. They are updating policies to reflect they a provide places for Flying Start and to clarify some areas of practice. Staff maintain most records electronically. These include records of accidents, incidents and daily attendance. Leaders have a good overview of records and monitor and review them effectively. Children's records are electronic and a sample viewed contained clear, comprehensive and up to date information. Leaders have several policies to support them to comply with data protection laws and have registered the setting with the Information Commissioner's Office.

Leaders have effective and useful self-evaluation procedures in place and leaders consult with parents, children and other professionals as part of the process. Staff continually evaluate activities to assess children's interests and make changes when necessary. Leaders use the views of service users and reflect on their service to complete a formal annual review of the quality of care and compile a report on that review. There is a suitable complaints policy in place should parents want to make a complaint. Leaders engaged very positively during the inspection and discussions were well received.

Leaders maintain a consistent staff team. They manage staff well and provide them with good guidance and support. Staff are deployed effectively and are clear about their responsibilities and maintain staff:child ratios in line with the National Minimum Standards. Leaders follow safe recruitment processes and staff records contain nearly all the required information. Not all records contained two references for staff. Leaders discussed the challenges of obtaining two references and agreed to record any efforts made and seek alternative references if required. Staff hold appropriate qualifications in childcare, paediatric first aid and safeguarding, as well as numerous other courses to support them to provide a high standard of care. Staff have good opportunities to discuss practice in formal one to one supervision meetings and receive an annual appraisal. Leaders told us that they meet regularly with the registered person who provides good support. However, they have not kept a record of these meetings. They plan to formalise the supervision and appraisal process for leaders going forward.

Leaders and staff have very good relationships with parents and carers and with the school, which greatly benefits children. Staff talk to parents to get to know their child's needs, preferences and routines and these are recorded electronically. Leaders recognise the lasting benefit of parental involvement in their child's development and welcome parents to attend family events, with a multicultural lunch planned for the near future. Staff communicate effectively with parents through daily chats, records, email and newsletters. All the parents we spoke to were extremely happy with

the service. Staff have good links with other professionals such as the Flying Start service, speech and language therapists and local authority safeguarding contacts, to meet children's needs.

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

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)
Complete the review of policies to reflect how the setting operates in line with Flying Start principles.
Update the toileting and nappy changing policy to reflect current practice.
Formalise the one to one supervision meetings for leaders .

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