Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Lighthouse

Burry Port Community Primary School
Elkington Park
Burry Port
SA16 0AU



Date Inspection Completed

19/02/2025

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Little Lighthouse

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children thrive at the setting and they have very clear bonds of affection with staff. They feel happy and are given excellent opportunities for their age and stage of development. Children enjoy the independence to do things for themselves confidently. They are confident to explore their environment and make choices about how they spend their time.

Staff work very well together to ensure all children are safe and developing appropriately. They are very responsive to children's needs and manage interactions positively. They use efficient infection control procedures and have thorough safeguarding knowledge.

People who run the setting have systems in place to ensure the environment is safe and secure. The facilities are attractive, accessible and well maintained. Both indoor and outdoor areas have a wide range of stimulating, age-appropriate resources that meet children's needs well.

People who run the setting are committed to improving standards for the children and families that attend. They have clear policies and procedures in place and a statement of purpose which accurately reflects the day to day running of the service. People who run the setting ensure staff are supported extremely well and are given appropriate training for their roles. They have strong partnerships with the school, health professionals and parents who are all supportive of the setting.

Well-being — Excellent

Children are happy and have a strong voice at this setting. They make purposeful choices and move around the setting confidently. For example, they can choose where to play such as with the role-play resources in the home corner or exploring at the discovery table. Children enjoy making decisions as they take part in activities such as making patterns with playdough, rolling, cutting and creating shapes. Most children confidently express themselves using words, picture exchange cards, hand gestures and facial expressions. They feel they are listened to by staff. For example, children who do not wish to take part in an activity, communicate this clearly, and happily select different play resources.

Children are settled and cope well as they separate from their parents and carers. We saw settling in processes being implemented effectively, with children receiving gentle comfort and reassurance from staff in terms of who was coming to collect them and when that would be. Children form close bonds with staff, which has a positive impact on their wellbeing and motivation. Children feel a sense of belonging and smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at snack time. Children are familiar with their routines and enjoy knowing what is coming next by listening to the reassurance from staff and by following the visual timetable.

Children enjoy their opportunities to play and learn. They show a keen interest and engage well in the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement as they explore the insects using magnifying glasses. Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff. They listen well, such as when they respond to music and movement songs. Many children feel a sense of achievement when they succeed in activities. For example, when they use cranes to move blocks from one place to another and when they prepare tea in the home corner.

Children develop their independence skills effectively. For example, children are independent with handwashing after outdoor play and before eating. Children show pride as they learn to serve themselves at snack time, choosing foods from the centre of the table. They pour their own milk and water into their own cups, using small jugs and clear away their own plates at the end of snack time.

Care and Development — Excellent

Staff have an excellent understanding of their responsibility to keep children safe and healthy. They follow clear hygiene practices such as cleaning tables before and after snack times. Staff know the children very well and are aware of their individual needs. They allow time for children to make choices about what they wish to eat and ensure that snacks served are varied, healthy and nutritious. Staff complete nappy changing, accident, incident and pre-existing injury records appropriately. They follow a clear medication policy by storing medication and recording administration suitably. Staff receive regular safeguarding training and have a very good understanding of their roles in protecting children. All staff members have paediatric first aid qualifications.

Staff care for children in an exceptionally warm and nurturing manner and clearly know the children very well. They use confident interactions which enable all children to be fully included in all activities. Staff naturally use questions that promote independence. For example, *"Let us know when you are ready for snack" and "what would you like to eat today, take a look at the snack cards"*. Staff consistently praise children for their achievements and positive behaviour. They respond very positively to build children's self-esteem, for example by responding to drink spills with, *"Oh just a bit of milk, let's clean it up"*. Staff demonstrate politeness and good manners in simple language so children begin to understand expectations of social behaviour. Staff work together to ensure they have a very gentle and consistent approach to managing behaviour in line with the setting's policy. They respond to the individual needs of the children and do so with genuine care and attention.

Staff are knowledgeable, and have an excellent understanding of children's needs, interests and how this affects their learning experiences. They work well together to build the children's confidence and resilience and provide interesting opportunities, which are led by the child's choices and decisions. Staff use some incidental Welsh at the setting such as words of praise, greetings, and Welsh songs. They provide children with varied and valuable opportunities to learn about the world around them through celebrating different cultures and festivals through craft activities and stories. Staff record children's development through detailed observations and they plan for individual interests and next steps. Children with additional learning needs are supported through staff having an excellent understanding of their needs and very close links with other professionals to ensure consistent targets are set to support the children and their families.

Environment — Good

People who run the setting and staff ensure the environment is safe and secure. Staff ensure the gate and doors are locked, and that visitors always sign in. People who run the setting have put detailed risk assessments for the premises and specific activities in place, and they ensure these are reviewed at least annually. Satisfactory safety certificates and checks were provided during the course of the inspection. People who run the setting undertake fire drills to ensure children know how to exit the building safely. However, the most recent records were not readily available during the inspection visit and records lack details in order evaluate and improve future evacuations.

People who run the setting and staff have worked hard to create a very inviting, child friendly and stimulating environment both inside and out. All areas have been set up very thoughtfully to meet the needs of children and promote curiosity and independence. There is a large, light and airy playroom that is set up to allow children to move easily. There is an outdoor area which children can access freely from the playroom and they have a further outdoor area, which provides them with good opportunities to develop their physical skills. There is a clean and accessible toilet, together with handwashing and nappy changing facilities, which promotes independence and ensures privacy and dignity.

Children have easy access to varied and interesting resources that aid their development effectively. Staff ensure children have access to a variety of textures and materials to aid their sensory development. They use a good mix of real-life, natural and manufactured resources throughout the setting. Children enjoy the mix of soft and hard furnishings to ensure their comfort as they play and learn. Staff set out resources thoughtfully to promote children’s curiosity and discovery. For example, they have created a cosy home area with real crockery, a discovery table full of insects and their habitats and a light up water tray with access to variety of resources for children to create their own play. There is a good range of multi-cultural resources and staff have also included photographs of children with their friends in displays and photo frames which helps children develop a feeling of belonging.

Leadership and Management — Good

People who run the setting are experienced and manage the service effectively. They have a detailed statement of purpose that they review regularly to ensure it gives an accurate picture of what the setting has to offer. People who run the setting review and update policies and procedures at least annually. They obtain and securely store written records for children and staff. Records have been updated recently and are now satisfactory.

People who run the setting are reflective and keen to deliver a quality service to families. They are very responsive to suggestions and discussions. People who run the setting carry out an annual quality of care review. Parents and staff complete a questionnaire and their feedback is included in the report. The report identifies current strengths of the provision together with targets and plans of how they intend to achieve them. There is a suitable complaints policy available for parents; no complaints have been received to date.

The team of staff work very closely together to provide a good quality childcare provision to children and their families. The recruitment procedure in place is robust and ensures all required information is available to evidence the suitability of staff to care for children. People who run the setting provide regular training opportunities. They carry out staff appraisals and supervisions which are meaningful and focus on children and staff wellbeing, safeguarding and professional development. People who run the setting ensure there are enough qualified and experienced staff so children are always well cared for. They notify Care Inspectorate Wales of relevant events and changes to the service.

People who run the setting and staff work closely with parents through effective daily feedback and organising family activities such as trips to the local harbour, parks and heritage centre. Parents we met with spoke very highly of the staff and felt their children were very well cared for. However, they currently do not meet with parents to discuss the children’s progress and next steps. All staff work very closely with professionals such as health visitors, speech and language therapists and early years advisors.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	To regularly conduct fire drills and ensure records include relevant information for future analysis.
Standard 6 - Working in partnership with parents	To arrange opportunities for staff to meet with parents to communicate progress and next steps.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 24/03/2025