Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

## Little Inspirations Pontypridd

Yma Buildings, Taff Street, Pontypridd, CF37 4TS

01443 849545

www.little-inspirations.co.uk

**The inspection visit took place on 03/11/2025**

## Service Information:

| | |
|---|---|
| Operated by: | Little Inspirations Ltd |
| Care Type: | Children's Day Care |
| Registered places: | 22 |
| 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 very happy, settled, and confident to share their views. They make friends with ease and interact well with one another. Children thoroughly enjoy the activities available to them and are learning to become independent.

Staff are experienced, professional and motivated in their role. They have a very good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

Leaders provide an environment that is clean, welcoming, and child friendly. They ensure detailed risk assessments are in place and regularly updated to keep the environment safe. Staff keep play

areas well organised to stimulate and support children's play and learning. An excellent range of indoor and outdoor resources promote children's all-round development.

Leaders are motivated and dedicated to delivering high quality childcare. They provide very good support to staff. Leaders keep policies and records up to date and in line with most recent guidance. Parents speak very highly of the setting and the care their children receive.

# Findings:

## Well-being — Good

Children are happy, settled and make many decisions about how they spend their time. They choose from the fun activities and toys that they can easily access, following their own interests. For example, they take a book outside and sit with a member of staff to look at it. Many children express themselves confidently, while some communicate their needs by non-verbal gestures. They know they will be listened to, which makes them feel valued and promotes their self-esteem. Children choose when they want their snack and a choice of healthy food.

Children arrive at the setting eager to play with staff and their friends. They have warm and positive relationships with staff and know that staff will help and support them. Children are very familiar with the daily routines, which helps them feel settled and at ease in their surroundings. For example, they wash their hands before eating and many happily join in daily circle time activities such as singing rhymes and counting.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, they happily share resources such as play dough and make tea for each other in the home area. Children are beginning to understand the needs of others and consider their friends' feelings. Most children are able to consider their actions if they upset others and change their behaviour, gradually understanding staff expectations. For example, one child bumped into another, knocking them over. They stopped and quickly said sorry before continuing to play.

Children thoroughly enjoy their play and the activities on offer. They develop a wide range of skills as they explore their playroom and engage in their chosen activity. Children experiment with different textures and colours, making glitter dough in the tuff tray while others enjoy mark making with coloured rice. They immerse themselves in rich play experiences as they use a wide range of real-life resources such as porcelain plates and cooking utensils during role play. Outside, children run around, playing with their friends or building towers with blocks.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. Children learn to do things for themselves, such as pouring their own drinks, spreading cheese on crackers and helping to serve themselves food at mealtimes. They confidently help to tidy away their toys at given times. Children are learning to use the bathroom independently or with appropriate degrees of support from staff. Many children are confident at washing and drying their hands, while some require guidance from staff.

## Care & Development — Good

Staff have a very good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff accurately complete relevant records in relation to accidents and incidents and they are frequently audited by leaders. They conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. Staff keep records of attendance for themselves, children, and any visitor's attending the setting. They ensure that information on children's allergies is up to date and displayed clearly in all areas. Staff keep children healthy and have effective procedures in place to promote a healthy lifestyle. They follow infection control procedures by washing hands after changing a nappy and before preparing food. They maintain a hygienic environment, routinely disinfecting tables and brushing floors. The snacks and meals provided are nutritious and staff offer water regularly throughout the day.

Staff are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, when a child began to take a book off another child, a staff member quickly intervened and distracted them by offering them a different book. Staff use praise appropriately to celebrate children's achievements, helping them feel a sense of pride in what they are doing. They speak respectfully to each other and are good role models for children. Staff join in with children's play when it is appropriate to do so and talk regularly to extend their learning and make their experiences sociable. During lunch time we saw staff chatting to children about their friends and family and what they had done on the weekend.

Staff know the children very well. They promote children's play and learning effectively and provide warm and responsive care. Staff provide stimulating activities and opportunities for children to learn. They conduct regular observations of the children, so they are aware of their interests and individual needs. Staff implement systems to track children's progress effectively. They plan activities with consideration of children's interests and ideas, which puts their 'voice' at the heart of the setting. Staff are on hand to support children in their chosen activity if required. For example, they joined them for a cup of tea in the home area, extending their enjoyment and learning by counting and developing their language further by introducing new words and phrases. They sat with a child who was drawing, praising them for their efforts and extending their interest in the activity by asking open questions. For example, "Let us see if we can say the colours? What is your favourite colour?" They also introduced Welsh words for different colours, which the child understood and repeated proudly. Staff frequently praise and acknowledge children's achievements, giving them a sense of pride and self–esteem as a result. Welsh words and phrases are used frequently by practitioners and children's participation was encouraged during their play and circle time.

## Environment — Good

The setting is located upstairs within a building accessed by the public. Leaders have fully considered security matters and access to the setting, and procedures are embedded to ensure no unwanted persons can enter the play areas. Leaders provide an environment that is safe. The setting recognises that risk taking is important to a child's development and they encourage children to have authentic experiences and many of these are risk assessed. For example, how children safely use real-life objects such as porcelain crockery. Staff teach children to use the items appropriately and safely to avoid unnecessary risks. Leaders ensure all essential building safety checks are up to date and staff complete daily checks of all areas. Leaders act promptly to minimise any issues that may be identified. Staff practice fire drills with children on a regular basis, giving them confidence to follow the procedure in the event of the building being evacuated.

Leaders provide an environment that meet children's needs very well. The facilities are well-maintained, providing children with a warm and welcoming atmosphere from the moment they arrive. Staff put up attractive displays which celebrate children's work and their culture which gives them a sense of belonging. They design areas so there are quiet spaces and calm lighting, giving children the opportunity for rest and relaxation as well as stimulating play. Staff set up activities that are easily accessed and interesting for children, both inside and outside. They keep doors to the outside open for most of the session, allowing children free choice of where they want to play. Children can access toilet facilities directly from the playroom and staff use a screen to ensure nappy changing is carried out discretely. Staff provide an area near the kitchen for children to eat. They use appropriately sized furniture and real crockery and cutlery, supporting children to develop good eating skills.

Leaders provide a broad range of stimulating resources that allow children variety and choice. They ensure furniture, toys, and equipment are of extremely good quality and are developmentally appropriate to children. They use many real-life items such as kitchen resources in the home area, and loose parts play, which sparks children's imagination and sustains their interest. Leaders make good use of the outside area. It is an inviting space where children can access a good range of activities in the fresh air and further develop their gross motor skills such as balancing and peddling on trikes.

## Leadership & Management — Good

Leaders are enthusiastic and motivated to provide a high-quality service and they share their vision with staff who are committed to offering the best possible care for children. They have a clear statement of purpose, providing parents with information about how the setting runs. Leaders have developed a very robust and clear set of policies and procedures that they keep under review. They are knowledgeable about their regulatory responsibilities and operate above many of the National Minimum Standards for Regulated Childcare. Leaders are very organised. They ensure records are fully completed and stored appropriately.

Leaders have very good procedures in place that effectively support them to monitor the quality of the service and have rigorous plans in place to secure continuous improvement. They regularly seek feedback from parents, children, staff, and outside agencies. Leaders use this information to write an annual report of the quality of the care report they provide. This report identifies strong practice and areas where further development is required. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the care they provide. Leaders take a positive approach to feedback or any concerns they receive and use it to reflect and consider any changes to care and practice.

Leaders manage staff very well. They prioritise staff well-being and value their staff team. For example, staff have free access to support packages which include expert advice in areas such as bereavement and mental health. Staff attend regular team building events such as social nights and raising money for charity. As a result, staff are very happy in their roles, enthusiastic, motivated and tell us that they enjoy their work. Leaders operate robust recruitment and employment processes. We found staff files to be very well organised, and evidence all relevant checks to ensure staff are suitable to work with children. Staff receive regular supervisions and annual appraisals, which enable them to identify their strengths and areas for development. Leaders deploy staff effectively ensuring they meet staff ratios to deliver safe and effective care.

Leaders have established positive relationships with parents. Parents receive regular feedback on their child's progress via a digital app, daily verbal feedback and newsletters. In addition, leaders invite parents to attend parents' evenings and events throughout the year. Leaders develop beneficial partnerships with local authority advisers and support agencies such as speech and language and health visitors. They engage positively with the other users of the building and join in activities such as bake sales, as well as engaging in community events. This further enhances children's learning experiences.

# 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 |

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

**This report is also available in Welsh**

***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.*