Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Llangynidr Pre-School

Llangynidr Cp School
Church Close Llangynidr
Crickhowell
NP8 1NY



Date Inspection Completed

12/02/2025

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About Llangynidr Pre-School

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Llangynidr Pre-school
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection since registration
Is this a Flying Start service?	No
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	**Good**
Care and Development	**Good**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children are happy, settled and thoroughly enjoy attending the setting. They develop very well through the varied range of stimulating activities and experiences provided for them. Children behave and interact with each other extremely well. They cooperate and play happily together, developing confidence and independence.

Staff have a good understanding of how to keep children safe and healthy. They engage enthusiastically with children and respond to their needs effectively. Staff provide an enabling, interesting environment and activities that support and extend children's skills and learning well.

Leaders ensure the environment is safe and secure. They provide a welcoming playroom with a good range of suitable resources and equipment both inside and outside to support children's play and learning. However, they do not ensure they always store and display resources well enough for children to access them easily. Children have use of a variety of other spaces on the school site both inside and outside that support a further range of beneficial experiences.

Leaders have a strong vision for the setting and are committed to providing high quality childcare. They are dedicated, motivated and work very well with staff. They keep all required paperwork although some documents do not fully meet the requirements of the National Minimum Standards, and not all records are well organised. Leaders develop positive partnerships with other professionals and strong relationships with parents who are extremely happy with the service they and their children receive.

Well-being — Good

Children have a strong voice. They can make many choices and decisions about what they do and where they play for much of the time. For example, they can choose to play inside or outside and decide when they want to eat snack. Children communicate effectively and confidently with each other and staff because they know they will be listened to. Many children are confident to interact with visitors, showing they feel safe and valued at the setting.

Children are happy and settled. They cope well spending time away from parents and carers and form close bonds with staff. This has a beneficial impact on their well-being as they turn readily to staff for support and comfort if upset. They know and follow confidently the routines and rules of the setting, helping them develop a clear sense of security and belonging.

Children behave well in line with their ages and stages of development. Younger children play on their own or alongside others whilst older ones play together and form friendships. Children cope well with minor upsets and respond positively to explanations, resolutions and praise offered by staff. For example, explanations about being kind to each other or doing something in a different way to be safe. They learn to share and take turns as they wait patiently for their turn on the obstacle course apparatus or share the tools when playing with clay.

Children are engaged, curious learners. They have stimulating opportunities to develop and learn and make very good progress. They have fun as they explore a varied range of toys, resources and play spaces that support their all-round learning and development. For example, they develop physical skills as they hammer nails at the woodwork station or paint at the easel, and concentration as they work together to complete a large floor puzzle. Most children join in enthusiastically with group activities such as singing, yoga or high energy movement games. They listen well and follow activity and safety instructions, although occasionally, these sessions can go on too long for some children.

Children develop independence and self-help skills well. They manage collecting and clearing away their own lunch box or school dinner tray and eat independently. Children increasingly manage their own personal care such as washing their hands and using the bathroom as they get older. Most are very good at helping to tidy up, finding their own coats, putting their shoes on and finding tissues to wipe their noses. Learning to do things for themselves successfully supports children’s confidence and self-esteem.

Care and Development — Good

Staff work well to keep children safe and healthy. Overall, they implement the settings policies and procedures effectively. Leaders and staff have a good understanding of their responsibilities to protect children, and all have undertaken relevant safeguarding courses. There is a system in place to record the times of children's attendance accurately. Overall, staff implement good hygiene practices and there are suitable procedures in place to manage allergies. They complete appropriate records for accidents, incidents and any injuries children may arrive with, although they did not ask parents to sign injury records. Leaders confirmed they will do this going forward. There is a policy and suitable system in place for administering medication including on-going medication. However, the medication permission and record form did not contain all information required by the National Minimum Standards. Staff promote a healthy lifestyle. They provide a healthy breakfast and snacks, such as toast or cereal and fruit. They encourage parents to provide their children with a healthy lunch box if not purchasing a school lunch. Staff ensure children have excellent daily opportunities to be physically active inside and outside.

Staff interact extremely well with children of all ages and are excellent role models. They are enthusiastic and committed in their roles. Staff create a calm, caring, respectful atmosphere and effectively implement a good behaviour management policy. They offer lots of praise and use positive strategies to manage any minor issues. They develop close, friendly bonds with the children, who respond extremely well to them. As a result, children's behaviour is very good.

Staff support children's development and meet their needs effectively. Their engagement and interactions with children are high quality and successfully support and extend learning. For example, they take opportunities to count and introduce concepts of quantity in a fast-moving game during a PE session or talk about letters and patterns when joining in with completing puzzles. Staff provide a good balance of stimulating adult led activities and play, giving children plenty of time to follow their own interests and lead their own learning. They introduce Welsh to children through circle time and songs; however, we did not hear much used during general play and activities. Staff regularly observe children, identify their next steps and track their progress. They use their observations to inform their planning of both activities and the environment and keep parents informed of progress through an electronic app. Staff are alert to children with or who may have emerging additional needs, they are familiar with current guidance to support children they identify and have a good policy and procedures in place to support their practice.

Environment — Adequate

Leaders ensure the indoor and outdoor environments are safe and secure. The setting operates from a self-contained unit in the school grounds. Security procedures are in place for entry to both the school and the setting and staff operate these well, including keeping a record of visitors. There is a range of suitable risk assessments in place ensuring staff know how to keep children safe, which leaders are currently reviewing. Leaders carry out daily safety checks although they do not record these consistently. School leaders ensure they carry out relevant building safety checks and maintenance and the setting leaders have access to the records. Leaders ensure staff and children take part in regular evacuation practices with the school, so they know what to do in an emergency. However, they do not do this with the after school or holiday club staff and children. The cleanliness of the setting and resources is satisfactory although leaders do not always effectively maintain some routine tasks such as vacuuming or keeping areas tidy.

The playroom is warm and bright. The layout provides sufficient space for children to move about freely and play. Overall, leaders use the indoor and outdoor environments well to promote learning and development, with free flow access supported between the indoor and outdoor spaces. They provide separate areas both inside and outside which enable children to choose what they want to play with and develop a range of skills and interests. For example, inside has art and craft areas, quiet corners to look at a book or exploration areas, whilst outdoors children find a mud kitchen, woodwork area or sand and water trays. However, areas do not all provide suitable storage or are not always kept sufficiently tidy, and this means children cannot easily see or access some resources. Children benefit from being able to use the school hall for PE sessions and eating lunch, as well as a Forest School area and further school grounds. This allows leaders to offer a wide range of varied and stimulating experiences across the week. There are suitable toilets to support children’s independent use and suitable nappy changing areas to enable staff to ensure children’s privacy and dignity is respected.

Leaders provide a very good range of developmentally appropriate furniture, toys and resources that engage children well. They use natural, authentic or re-cycled materials that children can use flexibly and with imagination to very good effect. For example, large cable coils make good tables, a pallet becomes an interesting clay station, real resources in the home corner and real china for snack help children learn to be careful and take care of things. There are sufficient play materials and displays to promote cultural awareness and diversity. This helps children gain an appropriate understanding of the world they live in.

Leadership and Management — Adequate

Leaders have a very good vision for the setting and are passionate and enthusiastic in their aim to provide quality childcare. They focus well on outcomes for children and ensure children make good progress. They have a good range of policies, procedures and paperwork in place to support the safe and smooth running of the setting. They regularly review them, although one or two policies and documents such as the medication administration form did not fully meet the National Minimum standards, had minor inaccuracies or were not consistently completed. Leaders provide a useful statement of purpose which they made minor amendments to following the inspection visit to ensure it reflects fully accurate information about the setting.

Leaders carry out an annual quality of care review and produce a report. They collect the views of children, parents, and staff to inform their review. The report offers some evaluation of the service they provide and identifies relevant areas they would like to improve. For example, developing their Welsh provision and increasing resources to reflect different backgrounds and family structures. Leaders are reflective and receptive to ideas to improve their service; they acted quickly on several discussions held on the day of inspection.

Leaders follow appropriate recruitment and induction procedures to ensure staff are suitable to work with children. They ensure they keep up to date with mandatory checks and training such as Disclosure and Barring Service (DBS) checks, safeguarding and paediatric first aid training. Although they could not produce all the relevant certificates during the inspection visit, they provided them quickly following the visit. Leaders support staff well through training opportunities, regular supervision and appraisal that is useful in promoting staff development. They take advantage of training opportunities to inform their own continuing professional development. Staff told us they very much enjoy working at the setting and feel well supported. Leaders deploy staff well to ensure they meet staffing ratios and children's needs successfully.

Leaders develop strong partnerships; they work well with school staff to help ease children's transition into school and with local authority advisory staff. They have excellent relationships with parents and carers, collecting relevant information about children before they attend the setting to ensure they can meet individual needs. They keep parents informed about their child's day and progress through a variety of means such as verbal feedback and an electronic app. We saw many lovely thank you cards and received many feedback questionnaires from parents who are all extremely happy with the service leaders and staff provide for them and their children and would not hesitate to recommend the setting.

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	Ensure children and staff in the out of school provision have regular opportunities to practice emergency evacuation.
Standard 22 - Environment	Maintain the play environments to remain tidy and attractive so they invite children to play and can be used to their full potential.
Standard 18 - Quality assurance	Review and where necessary revise all paperwork and records to ensure they are up to date, contain required information and are easily available for inspection.

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.

Best Practice
Recommendation(s)
Develop the use of incidental Welsh.

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.

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