Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Inspirations @ Gellideg

Canol Y Bryn, Heol Tai Mawr, Merthyr Tydfil, CF48 1ND

01685359505

www.little-inspirations.co.uk

Date(s) of inspection visit(s): 18/08/2025

Service Information:

Operated by:	Little Inspirations Ltd
Care Type:	Children's Day Care
Registered places:	20
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 service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

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

Summary:

Children are extremely happy, settled and have lots of fun at the setting. They make choices about how they spend their time and follow their own interests freely. They develop warm relationships with staff and interact with them positively. Children make very good progress in all aspects of their learning and development and their independence skills are progressing well.

Staff confidently implement procedures to keep children safe and healthy. Their interactions with children are consistently warm and they effectively support children's needs. Staff plan an excellent range of activities led by the children's interests and they monitor children's progress effectively.

The environment is welcoming and well organised. Staff follow good infection control procedures to ensure the environment is clean, safe, and suitable. Leaders draw up robust risk assessments that are monitored by staff. They provide a wide variety of good quality toys, resources and experiences that promote children's all-round development.

The leadership and management of the service is effective. There is a small close-knit team, and leaders place high priority on staff well-being. Leaders provide excellent development opportunities to keep their skills and knowledge up to date. Parents speak very highly of staff and are extremely complimentary about the care their children receive.

Findings:

Well-being — Excellent

Children's voices are very strong. They make many choices about how they spend their time at the setting. We saw them moving easily between the activities and areas and between indoor and outdoor environments. Children express themselves very confidently, knowing staff listen to their needs and wants and value what they say. They chat happily to staff as they play and learn, eagerly inviting them into their play. Staff know their likes and dislikes and use these to plan future activities which are of interest to them.

Children are extremely settled, confident and enjoy attending the setting. They cope very well with separation from their parents and carers. Children form strong emotional attachments with staff and feel secure and relaxed in their care. For example, children seek out cuddles from staff when they needed reassurance and smile happily at them as they chatted and played. Children are very familiar with and enjoy the routines of the setting because it gives them a sense of security and belonging. For example, children happily wash their hands ready to eat their snack and get their belongings when it is time to go home.

Children are developing very positive relationships with their friends and staff in line with their age and stage of development. They play happily alongside each other or together. For example, one child took a wheelbarrow to another child, and they filled it with blocks together. A group of children playing on the slide helped another child to climb up the steps, holding their hand. Children are learning to show consideration for each other, taking turns, and listening to each other's stories at snack time. Children are respectful to staff, listening to instructions well and using good manners at mealtimes to thank staff for their food.

Children are very enthusiastic and interested in their play and learning, following their own interests with the toys, resources, and activities available each day. For example, children spent time playing at the water table. They excitedly ran inside looking for animals that lived in the water, which greatly enhanced their play and learning. Children concentrate and persevere with activities such as making 'bees' out of coloured dough and speaking about how bees made honey as they were doing 'bee' activities to celebrate national bee week.

Children have excellent opportunities to develop their independence skills. For example, children are successfully learning to use the toilet and wash their hands, with various degrees of support. They are confident to serve and prepare their own food at snack time. For example, they cut their apple, butter crackers and pour their own drinks, supported well by staff who sit with them. They know where their belongings are located and go to these when they are preparing to go home.

Care & Development — Excellent

Staff implement comprehensive and clear policies and procedures to ensure they are effective in keeping children safe and healthy. They receive regular safeguarding training and are confident in their role, following rigorous procedures. They keep thorough records relating to accidents and incidents and these are monitored and evaluated regularly. All staff hold a paediatric first aid training certificate, enabling them to deal with minor accidents confidently. Staff prepare food that is healthy, and nutritious and they follow clear and agreed procedures to manage food allergies and individual dietary requirements. All staff hold relevant food hygiene training and follow suitable cleaning procedures as part of the infection control process to help keep children healthy and safe. Staff promote children's physical well-being successfully through lots of outdoor play experiences, offering them the benefits of physical exercise and fresh air.

Staff have lovely relationships with children, interacting in an exceptionally kind, caring and patient manner. They use gentle tones when talking to the children which helps to create a relaxed and happy atmosphere. Staff work together to support children's social behaviour and sit with children at snack and mealtime to model good social skills. They successfully implement positive strategies in line with their behaviour management policy and offer praise and encouragement to children very often. Staff regularly use phrases such as *"Good listening"* and *"You're doing a great job there, well done."* They are extremely good role models, continuously reminding children to share, be kind and use their manners such as 'please' and 'thank you.' Staff interact with each other as they expect children to do so. As a result of their positive strategies, children are successfully learning to manage their own behaviour and there is minimal intervention required.

Staff promote children's learning and development effectively. They plan a range of stimulating and interesting play experiences in line with Curriculum for Wales and what they know children are interested in. They engage positively with children during play and facilitate learning naturally and in the moment, asking appropriate questions. For example, staff ask, *"What colour do you think this will make?"* and *"what do you think will happen if….?"* providing children with a sense of wonder. They monitor children's progress effectively and key workers keep detailed records of children's achievements in their development books. Staff have an excellent understanding of how to meet the needs of children requiring additional support, working closely with outside agencies. Staff promote the Welsh language successfully, using simple words and phrases with children during the daily routine and their play. They use festivals such as Diwali and Chinese New Year to help children learn about diverse cultures.

Environment — Good

Leaders ensure the environment is clean, safe and secure. Staff ensure there is only authorised entry to the setting and maintain a log of any visitors. They are vigilant and always supervise children closely. The outdoor play area is secured when children are playing outside. Staff record the time both children and staff arrive and leave the premises on an electronic app. They also complete a written record which they would use in the event of a fire. Leaders maintain a range of robust risk assessments and staff complete daily safety checks to ensure hazards are identified and risks to children are eliminated. Staff carry out regular fire evacuation drill practices to ensure everyone is aware of how to leave the building safely and fire equipment is regularly tested. Leaders liaise with the owners of the building to ensure building maintenance checks, such as electrical and gas systems, are carried out in line with the regulations.

The environment provides a welcoming, well maintained, child friendly space which meets children's needs. Staff set out activities in the playroom which is well organised and provides interesting areas that promote children's curiosity, imagination, and development. They leave the doors to the outside playroom open, so children have free access to a stimulating outdoor area for most of the time. For example, areas include a mud kitchen, outdoor classroom, and bug hotel. It encourages children to explore and enjoy lots of physical play through the use of climbing and balancing equipment, slides, tunnels, and a variety of ride-on toys. A large retractable canopy provides shade and shelter, enabling children to easily use this area in a range of weathers. There are a suitable number of children's toilets and nappy changing facilities available, and bathrooms are well stocked to support independence.

Children benefit from a broad range of very good quality resources, furniture and equipment that is clean, well maintained, and suitable to the age of the children. Children access the resources freely because they are stored at low level, supporting independence. Staff enthusiastically embrace newer approaches to learning enhancing children's curiosity. They provide real life resources such as weighing scales, teapots and, kitchen utensils and various role-play areas to support this. There are a number of resources to promote multicultural awareness such as a range of story books, puzzles, dolls, and puppets. Staff conduct regular checks to monitor resources to ensure they are of good quality and relevant to children's interests and learning. They regularly rotate toys to provide further choice and variety for children.

Leadership & Management — Excellent

Leaders are skilled and experienced and manage the setting to a high standard. They are extremely enthusiastic and motivational. Leaders have a clear vision for the setting which is outlined in the statement of purpose. They set high expectations for themselves and staff and support them to do their best. The statement of purpose provides parents with detailed information on how the setting runs, allowing them to make an informed decision about its suitability for their child. Leaders regularly review their policies and procedures and ensure staff implement them successfully. Staff maintain thorough records such as accident, incidents, and existing injuries. Leaders have good oversight of these records and monitor them to identify any issues that need to be addressed. Leaders inform CIW of events set out in regulations, providing relevant information to ensure that children are safeguarded, and their welfare promoted.

Leaders have established very effective systems for evaluating service and are committed to improving outcomes for children and their families. They continually self-evaluate and seek feedback from parents, staff, children and outside professionals to inform their annual review of the setting. They use this information effectively to identify priorities and set realistic targets such as including more multicultural resources and providing more Wellcomm activities. They set out their findings in their review and have a clear action plan of improvements that are required.

Leaders value their staff, and their well-being is high on their list of priorities. They have many incentives and schemes to support staff. For example, they can access a confidential help line 24 hours a day if they need one to one support and there are staff in the company trained as mental health first aiders. Leaders arrange events for staff to attend, such as summer and winter ‘balls,’ to encourage staff to get to know others who work for the company in a fun and informal way. Staff tell us how they feel appreciated for the work they do and strive to do their best. Leaders plan staff rotas so that there are always plenty of qualified and experienced staff to make sure children are consistently well cared for. There is a strong ethos of teamwork amongst the staff and leaders, and they work closely together which results in high staff morale. Leaders implement robust recruitment and induction processes, ensuring staff are suitable to work with children. Staff attend regular supervision meetings and have annual appraisals to discuss their professional development and reflect on their practice. Leaders hold frequent meetings to ensure that all staff are kept up to date on relevant information and discuss any issues relating to the running of the setting.

Partnerships with parents and outside agencies are extremely positive and useful. Staff implement procedures to ensure information is shared with parents successfully. Parents report a very good level of satisfaction with the care their children receive. Leaders have strong links with key professionals such as the local authority, local primary schools and other professionals such as speech and language and health visitors. They work closely with relevant agencies to ensure the appropriate support is available for all children, including those with additional learning 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)
Consider whether there is a better method of securing the door to the rear outdoor play area when it is left open

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