Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Plantos Prysur

Old Road Junior & Infant School, Old Road, Llanelli, SA15 3HW

07946069427

plantosprysur.org

The inspection visit took place on 19/02/2026

Service Information:

Operated by:	Gofal PLANTOS PRYSUR Childcare cyf.
Care Type:	Children's Day Care
Registered places:	42
Main language(s):	Welsh
Flying Start service:	No
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 communicate confidently as their wishes are considered. They feel happy and are given good opportunities for their age and stage of development. Children enjoy the independence to do things for themselves and enjoy engaging with staff. They settle quickly, follow routines and form positive friendships.

Staff provide a safe, nurturing environment with strong safeguarding practice and effective supervision. Hygiene routines are well embedded, and children benefit from purposeful interactions and outdoor play. A balanced curriculum, thoughtful observations and inclusive additional learning needs (ALN) support ensure children's needs are met.

Leaders implement clear and effective measures to ensure children's safety and maintain clean, organised spaces. They offer an environment which is safe and secure along with clear policies and guidance, so all staff understand their responsibilities. Leaders provide a good range of

resources and ensure children can access these throughout their time in the setting.

Leadership is strong, with accurate documentation, clear oversight and developing quality assurance processes. Leaders gather feedback and understand regulatory self-evaluation requirements. Workforce management now needs more formalised supervision and appraisal records. Partnership working is highly effective, with strong community links and positive relationships with families.

Findings:

Well-being — Good

Children enjoy their time at the setting. They happily explore their environment and confidently make choices for themselves. Children's ideas contribute to the activities on offer. For instance, during a sensory activity, one child asked for a specific resource such as yellow glitter. Outdoors, we saw children choosing where they wished to play, such as the musical apparatus, as they moved freely around the enclosed area. Children are confident to express themselves verbally, and chat and engage with their friends and with staff, knowing they will be listened to.

Children settle well and enjoy taking part in familiar routines. They enjoy the consistency of their daily routine and respond confidently as they prepare for certain familiar tasks. For example, queuing outside along the colourful dragon, to prepare to return indoors, and waiting their turn at the small sink to wash and dry their hands before snack. Children feel secure and happy and they chatter excitedly as they enjoy new friendships. They have also formed close attachments with staff and are relaxed in their company.

Children interact well. We saw delightful interactions both in small groups and on a one-to-one basis. For instance, when a child believed they had brought pineapple for their snack we saw how they chatted with staff, before exploring the lunch box, and laughing openly saying, *"Mummy forgot to put it in the bag."* Children are supported to understand they need to take turns, to share and wait for certain items, such as their favourite chair at lunch time.

Children enjoy their play and learning and engage well. They are beginning to develop their ability to play purposefully and independently. They show enjoyment when they take part in activities, either led by themselves or offered by staff. For example, we saw children enjoying a sensory activity, exploring noodles, glitter and shaving foam where they chatted confidently about textures and smells, saying, *"I'm going to make a potion."* Children take pleasure in completing tasks such as washing dishes following snack. They concentrate and focus for lengthening periods when the activities are of interest to them. For example, when decorating Chinese lanterns with different materials, using scissors and glue we heard children saying, "*I want to cut this in half*." "*I have cut a tiny piece and I'm going to put it right here." "Then I'm going to cut some more."*

Children at the setting are growing in confidence. For instance, we saw how children observe others before joining group play. Children enjoy the open spaces within the setting and therefore move independently to areas of their choice, such as an open space to build with bricks, the home corner or a quiet sofa to rest. They have many opportunities to develop their independence, for example wiping their noses or faces at a tissue station or pouring a drink from the water fountain. Following outdoor play, children remove their shoes and hang their coats. They are motivated by their interests and choose their own resources such as instruments. During a food tasting activity,

children help themselves with spoons to add Chinese sauce to their prawn crackers.

Care & Development — Good

Staff promote children's safety, health and well-being effectively, creating a calm and secure environment where children's needs are consistently met. Staffing levels during the inspection were appropriate, enabling staff to supervise children closely and respond promptly to their needs. Robust hygiene practices were clearly embedded across the session. Staff wore aprons when preparing food, ensured fruit was washed thoroughly, and cleaned tables before and after use. Children benefitted from regular opportunities to play outdoors, supporting their physical development and encouraging healthy habits. Safeguarding is a clear strength. Staff were confident when describing the setting's safeguarding procedures and escalation routes during scenario-based discussions. This demonstrates a strong, shared understanding of roles and responsibilities in keeping children safe. Nappy changing routines were observed to be respectful and well managed. Staff maintained privacy, followed appropriate infection-control measures, and ensured records were completed in an organised manner. Systems for recording accidents and incidents are established; however, a small number of forms were missing dates or signatures and not fully completed by parents. Medication procedures were discussed, and the provider confirmed that administration is recorded immediately, with clear details of dosage, timing and signatures recorded each time medication is given.

Staff manage interactions very well. They use warm, positive language and offer clear explanations that help children understand expectations. Turn-taking, sharing and manners are continually reinforced in ways that feel natural and encouraging. Staff extend children's learning through open-ended questions such as, "*What do you think will happen if we add glitter?*" They also support children to explore sensory experiences safely, explaining, for example, that "*shaving foam is not for eating*," while still ensuring activities remain engaging and enjoyable.

The curriculum is thoughtfully balanced, offering both focused activities and rich continuous provision indoors and outdoors. Visual prompts support children's independence, helping them to understand routines and access resources confidently. Staff make regular observations of children's progress, capturing next steps in individual books which are then used to inform future planning. This ensures learning experiences remain closely aligned to children's interests and developmental needs. ALN practice is inclusive and well supported, with transition information and one-page profiles demonstrating effective partnership working with families and external professionals.

Environment — Good

Leaders ensure children are looked after in a safe, clean environment. They practice safe routines such as ensuring they check doors and make sure the gates are always secure. As the setting is located within school grounds, staff greet children at gates, and we saw these routines working effectively. Leaders ensure all visitors to the setting are signed in and out of the visitors' book. They implement daily checks and keep a range of written risk assessments around certain aspects of the setting such as the main playroom and activities. However, the risk assessments are not annually reviewed and do not consider all the areas of the setting used by different age groups. We saw evidence of regular fire drills, which were recorded accurately. However, these are currently only carried out by the school and not the setting and do not consider the longer opening hours of the setting. Leaders ensure fire safety equipment is tested accordingly and insurance, maintenance and building certificates are up to date. They offer a welcoming environment where information boards for parents and visitors provide comprehensive and up to date information. However, on the day of our visit, we found the temperature of the main room to be lower than the required acceptable temperature.

Leaders offer an indoor environment which is well decorated and stimulating. They have established a pre-school environment where children can access a main playroom, a thoroughfare where children's belongings are stored and a toilet area where nappy changing facilities enable children to be changed in privacy. Other areas of the school are used for wrap around care such as the school hall. Within the main playroom, leaders offer staff notice boards which include important documentation. They also ensure equipment and furniture is appropriately sized for the range of age groups and offer a compact kitchen area within the same room, which all contribute to the smooth running of the setting. Leaders offer many interesting play areas where children enjoy the opportunity to make choices and freely move around the setting. For instance, mark making and creative areas, a home corner with a homemade fireplace, quiet areas for stories and songs and rest, a dining area, mathematical and discovery area and a soft play area where children have the space to use their physical and imaginative skills to explore the resources.

Leaders provide a range of good resources which include educational as well as real life artefacts which are well maintained, age-appropriate and promote creative and imaginate play. They ensure low shelving units enable children to help themselves according to their interests. In addition, leaders provide low surfaces where children can enjoy sand play, trains sets and small play activities. Outdoors, children access an enclosed yard area as well as the school's 'nature's den,' where children enjoy spending days out exploring nature in all weathers. Indoors, leaders offer a range of Welsh display boards and framed photographs of the local town and community. These not only support children with their sense of identity and belonging but also develop their understanding of the world in which they live. Leaders also ensure children experience visits to

local parks, the library and events such as a superhero day in the town. They also celebrate special days and multicultural festivals such as Chinese New Year and World Book Day.

Leadership & Management — Good

Leadership at the setting is strong, with clear direction and effective organisational foundations in place. The Statement of Purpose is detailed and accurately reflects the service offered. Regulatory information is displayed appropriately, and registers for both children and staff were sampled across the preschool, after-school and holiday provisions and found to be consistently accurate. This demonstrates that leaders maintain good oversight of attendance, staffing and daily operational routines. Core policies and procedures were shared during the inspection and all carried appropriate review dates, providing assurance that leaders keep essential documentation up to date.

Quality assurance processes are developing positively. Leaders actively gather views from children and parents and use this feedback to shape aspects of practice, such as incorporating children's ideas into after-school club activities. Leaders also understand their responsibilities to complete the Self-Assessment of Service Statement and the Quality-of-Care Report. They are preparing to embed these into a regular annual cycle, which is consistent with CIW expectations that providers maintain effective self-evaluation and improvement processes between inspections.

Leaders ensure staff files are well organised, and evidence all relevant checks, to ensure staff are suitable to work with children. Staff receive regular meetings where they can discuss relevant matters, such as professional development, however these are not always fully documented. The responsible individual (RI) and the person in charge (PIC) have a strong working relationship through regular communication and discussion.

Partnership working is a particular strength. The setting maintains positive relationships with families through stay-and-play sessions, open evenings and regular communication. Strong links are also in place with the local school and wider community, including the use of the nature's den and involvement in events such as 'Park Howard' activities and library visits. Parent feedback questionnaires were received stating, *"The staff are caring and attentive, and it's clear that the children's wellbeing and development are a priority."* Another parent wrote *"We are very grateful for the care and dedication shown by the staff each day. It is clear that a lot of effort goes into creating a nurturing and positive environment for the children. We appreciate the ongoing communication and the support given to our daughter's development."*

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)
Standard 5 - Records	Ensure all accident and incident forms are completed fully.
Standard 24 - Safety	Ensure all risk assessments are reviewed annually and continue to develop these further to consider all aspects of the service, age groups, used spaces and activities.
Standard 24 - Safety	Ensure regular fire drills are practised separately in addition to those carried out by the school and ensure these are varied across the setting's wrap around provision.
Standard 22 - Environment	Ensure the main room is maintained at the temperature of at least 18 degrees Centigrade.
Standard 13 (Day Care) - Suitable Person	Further develop and formalise regular supervision procedures and annual appraisal processes, so these can be embedded into practises which support the ongoing professional development of staff.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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