



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Little Inspirations

**Gaer Park Hall
Gaer Park Road
Newport
NP20 3NU**

Date of inspection: September 2022

by

Care Inspectorate Wales (CIW)

and

**Estyn, His Majesty's Inspectorate for Education and
Training in Wales**

About Little Inspirations

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| Name of setting | Little Inspirations |
| Category of care provided | Full Day Care |
| Registered person(s) | Jenine Gill |
| Responsible individual (if applicable) | |
| Person in charge | Anna Court |
| Number of places | 58 |
| Age range of children | 0-8 |
| Number of 3 and 4 year old children | 32 |
| Number of children who receive funding for early education | 9 |
| Opening days / times | Monday to Friday from 7am to 6pm |
| Flying start service | No |
| Language of the setting | English |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'. |
| Date of previous CIW inspection | October 2020 |
| Date of previous Estyn inspection | N/A |
| Dates of this inspection visit(s) | 27/09/2022 |
| The setting was registered to deliver funded education in January 2021. | |

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Embed the new assessment arrangements

R2 Ensure that risk assessments are embedded in practice and understood

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being:

Nearly all children communicate their needs confidently and make many decisions in relation to their activities. They choose activities that interest them and move freely from one activity to another. They choose resources that are easily accessible to them independently. Nearly all children speak or express themselves confidently and know that practitioners will take good account of their wishes. For example, practitioners ask younger children if they would like the skin peeled off their apple and children choose where to sit at the table.

Nearly all children are happy, comfortable, and relaxed with practitioners. They know the routines very well and settle quickly. Nearly all form positive attachments to their key workers and have very good relationships with them. A very few children who take longer to settle, take comfort in the individual attention and affection from practitioners. Nearly all children are content and express their enjoyment through smiles and laughter. For example, children break into singing spontaneously as they enjoy playing 'What is the Time Mr Wolf?' with practitioners outside. Nearly all children are proud of their achievements and respond well to praise from practitioners. For example, children show their completed drawings proudly and smile broadly when their effort to say a new word is recognised by practitioners.

Nearly all children behave very well. They are developing an appropriate understanding of right and wrong and manage their behaviour effectively. Many children take turns, share resources, and help each other. For example, when playing in the sand tray, they happily share a space with another child as they build monsters together. Nearly all children are learning to respect their peers, for example by understanding that other children do not want to be splashed when playing together in the water tray. Many children are forming effective friendships with others or play happily alongside each other. Nearly all children are learning good manners, are polite and use 'please' and 'thankyou' independently. They respond positively to requests from practitioners such as helping to tidy up.

Nearly all children show interest in activities and enjoy their play and learning. They engage in a wide range of purposeful activities and persevere to complete tasks. For example, they make potions and soup from the natural resources available in the outdoor area. Many children join in enthusiastically with singing in English and Welsh during circle time. They show excitement from a young age at participating in action songs, chosen by taking turns to pick from the 'tap tap' box. Most children have good self-help skills and are becoming independent learners. Many use the toilet independently and wash their hands with appropriate levels of support from practitioners. Nearly all children have good opportunities to develop independence at snack and mealtimes. For example, younger children pour their own drinks and older children serve themselves and clear away.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting):

Most children make good progress from their starting points. They communicate well through play and use an appropriate range of vocabulary and sentence patterns to

express themselves to their peers and adults. For example, children ask each other questions about what is in their nature bags. Many children listen to stories with interest and answer questions about stories enthusiastically. Most identify the initial sounds of their name correctly. Many develop their mark making skills successfully both indoors and outdoors. For example, they enjoy using wet brushes on a large board to make lines and patterns in the outdoor area. Many children answer simple questions about their feelings in Welsh and join in singing their morning song 'bore da' with enthusiasm.

Most children develop their numeracy skills well. They count confidently during their play, for example when counting the number of conkers in a bag. Most children understand mathematical concepts effectively and use these successfully in their play. For example, they say if a bag full of natural materials is heavy or light.

Many children develop their fine motor skills appropriately, for example when connecting small bricks together to make a tower. Most handle writing tools appropriately making recognisable shapes when drawing pictures of their house. A few children use a scissors correctly. Many children develop their gross motor skills effectively, for example when building towers with large wooden blocks and catching a ball in cup.

Many children show enjoyment as they develop their creative skills appropriately. They enjoy role-playing and use their imagination creatively such as when adding leaves, conkers and water to their saucepans to make food for each other in the outdoor mud kitchen.

Many children persevere well to solve problems when faced with challenges. They change the height of wooden pipes to make water run down them faster and to transport water from one area of the outdoor area to another. Many children develop their personal and social skills well. For example, they express their feelings to each other using a feelings board. They share, take turns and co-operate effectively, such as when pouring cups of tea for each other in the role play area.

Many children use a range of information and communication technology (ICT) devices appropriately in their play. For example, many children record themselves talking about the picture that they have painted.

Care and development:

Practitioners place a high priority on children's health and safety. Practitioners have a childcare qualification and have attended relevant and up-to-date training in safeguarding, food hygiene and paediatric first aid. They regularly undertake other valuable training relevant to their role. Practitioners have an effective understanding of key policies and understand their responsibilities well. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners provide good opportunities for children to develop healthy lifestyles. They provide an excellent variety of healthy meals and snacks. Practitioners follow clear procedures regarding preparing and serving food to children who have dietary requirements or food allergies. They provide children with very good opportunities to be physically active, for example through regular outdoor play to climb, balance and run.

Nearly all practitioners use positive behaviour management strategies and deal very well with challenging behaviour. They show great affection and respect towards the children, and this leads to a calm and happy atmosphere. Practitioners model good manners and give consistent reminders about sharing, using kind hands and playing nicely together. They praise children's good behaviour and achievements, reinforcing their self-confidence.

Practitioners implement effective systems to identify and support children with additional learning needs. As a result, they have a good understanding of children's individual needs. They work closely with parents and key professionals to ensure appropriate support is in place. Practitioners have begun to develop useful procedures for observing and assessing children. However, these are in the early stages of development, and it is too early to measure their impact.

Practitioners promote children's development very well. They provide a caring and nurturing environment. Nearly all practitioners know the children and their families very well and understand their needs and preferences. For example, practitioners follow babies' individual sleep routines and communicate effectively daily with parents regarding key matters such as teething and what has been eaten. Key workers monitor development closely and record meaningful observations of children.

Practitioners provide valuable opportunities for children to develop socially and emotionally. They promote cultural diversity well through planned activities and resources available for children to play. For example, children discuss the differences between people well when using the cultural puzzles.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting):

Practitioners provide an engaging curriculum and beneficial learning experiences for children based on the Curriculum for Wales. They provide a wide range of valuable indoor and outdoor experiences that support and develop children's learning and independence well. For example, they provide children with different food colouring to explore making different colours whilst playing in the mud kitchen. Practitioners plan worthwhile authentic learning opportunities in the home corner. For example, they encourage the children to take turns to pour cups of tea using china cups and saucers. Practitioners respond well to the interests of the children, such as when allowing children to make playdough when children have requested this. They plan beneficial tasks to help develop children's understanding of the world in which they live such as planning activities where children take care of the plants and tomatoes growing in the outdoors.

Practitioners encourage children to speak Welsh and provide beneficial opportunities to develop these skills through their play. For example, they encourage children to count objects in their play and discuss their feelings in Welsh during circle time. Practitioners plan valuable opportunities to develop children's skills well. For example, following a home task of collecting natural objects, practitioners encourage children to compare, sort and use interesting vocabulary to describe their natural objects.

Practitioners are good role models. They speak clearly, model correct language patterns in English and Welsh and use effective questioning to develop children's

thinking skills. For example, when making a small village out of wooden blocks, practitioners ask questions about what was in the village and what else could be added to the village to make it larger. Practitioners support children's learning well by playing alongside them. They pursue the interests of the children to expand their imagination and thinking processes. Practitioners intervene in a timely and effective manner to reinforce independent learning. For example, when experimenting how fast water travels down tubes, the practitioner uses effective questions to encourage children to consider the positioning of the tubes. This has had a positive effect on children's communication skills and understanding.

Practitioners plan effectively to develop children's social, moral, cultural and spiritual development. For example, during circle time the children discuss their families and talk about differences. Practitioners provide appropriate activities for celebrating Welsh culture. They have developed a Welsh corner for children to learn about Wales and arrange purposeful opportunities for children to celebrate events such as St David's Day. Practitioners also plan worthwhile opportunities for spiritual development such as taking the children to the local church to lay flowers following the recent death of Her Majesty the Queen.

Practitioners have started to develop suitable observation and assessment processes. However, these are in the early stages of development, and it is too early to measure the impact of these on children's progress. Practitioners meet regularly to discuss children's progress and share key information appropriately.

Environment:

Overall, leaders ensure that children are cared for in a safe and secure environment. All practitioners operate robust security procedures to ensure that no visitors can enter the setting unless they signed in and have their identity checked. Leaders ensure that robust assessments are completed for nearly all areas and activities. However, occasionally, although leaders recognise risks through their risk assessments, they do not always address the issues identified timely enough. As a result, an issue was raised with leaders during the inspection. This was addressed by leaders during the inspection. Leaders and practitioners demonstrate a good awareness of relevant safety matters completing daily checks of the environment, cleaning schedules and room temperature checks. They ensure that rooms are clean and very well maintained. Leaders ensure that toilets and nappy changing facilities are suitable for children and practitioners follow the infection control policy correctly. Practitioners respect children's privacy and dignity. Practitioners undertake regular fire evacuation drills with the children and are confident with the procedure.

Leaders ensure that the premises are warm and welcoming, with a natural feel and friendly atmosphere. Practitioners display children's work and photographs well in most playrooms, with electronic devices set up to allow children to see and hear about their own creations. This strengthens children's feeling of self-esteem and sense of belonging. Leaders make purposeful use of the premises. For example, in the pre-school room, they have created an inviting environment for children using neutral, calming colours and real-life items to spark children's imagination.

Leaders ensure that all playrooms have a wide range of high-quality resources that meet the needs of the children. Practitioners ensure that resources are stored at low level, enabling children to access them easily. Leaders have invested significantly in

the outdoor areas and practitioners make very good use of these areas to develop children's skills. For example, there is a large outdoor classroom and mud kitchen to promote children's imaginative play where practitioners plan beneficial opportunities for children to grow vegetables and flowers in pots. The environment is stimulating and promotes children's curiosity and sense of adventure.

Leadership and management:

Leaders have a clear vision for the setting based on providing a high standard of care and learning opportunities where children are happy, safe and develop through play-based learning. They have high expectations of themselves, and this has led to changes in the setting that contribute to creating a stimulating and supportive environment for children. There is a positive ethos in the setting and leaders value everyone's contributions in providing good quality provision. For example, leaders and staff have recently developed a vision for the setting linked to the new curriculum. All practitioners understand their roles fully and work well together. Leaders have a strong emphasis on staff well-being, which creates a happy working environment.

Leaders follow safe and timely recruitment processes, and all practitioners have an appropriate qualification and experience of working with children. The registered person and person in charge have effective arrangements to supervise and monitor practitioners' practice regularly. Practitioners attend regular training sessions, which impact positively on the outcomes for children. For example, practitioners attended loose parts training and have implemented this practice that is having a positive effect on children's creative and thinking skills.

Leaders have developed suitable self-evaluation processes. They use the information from these procedures appropriately to plan areas for improvement. The setting development plans identify the setting's strengths and areas of development effectively. Leaders set appropriate actions that lead to improved outcomes. For example, leaders identified Welsh as an area for development and planned training for staff. As a result, nearly all staff use incidental Welsh well in the setting and plan effectively to develop children's Welsh language skills. Leaders use grants effectively to purchase purposeful resources that support children's experiences and learning.

The setting has developed strong links with a range of worthwhile partners. Practitioners keep parents and carers informed of what their children are learning and how well they are doing through a social media app and in an annual written report. They share photographs and key information with parents and carers daily. This provides parents with useful information about their child's development as well as enabling them to communicate with the setting.

The setting engages well with local authority training such as training for Curriculum for Wales and additional learning needs training. This has enabled them to put in place robust systems to support children with additional learning needs. The setting also has strong links with the local authority advisory teacher and as a result takes action to develop provision continuously. Leaders have valuable transition arrangements to ensure that children transfer confidently into school.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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