

A report on

Pips Bach- Cefnlllys

**Llandrindod Wells CP School
Cefnlllys Lane
Llandrindod Wells
Powys
LD1 5WA**

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

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

About Pips Bach- Cefnlllys

Name of setting	Pips Bach-Cefnlllys
Category of care provided	Sessional day care
Registered person(s)	
Responsible individual (if applicable)	Karen Jenkins Lorraine Cadwallader-Jones
Person in charge	Julie Hampton-Saunders
Number of places	16
Age range of children	3 to 4 years
Number of 3 and 4 year old children	6
Number of children who receive funding for early education	6
Opening days / times	Monday – Thursday (term time) 9:00am – 11:30am
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	21/02/2018
Date of previous Estyn inspection	11/07/2016
Dates of this inspection visit(s)	11/10/2022

Non-compliance

We notified the provider that the setting was not compliant with the Regulations. A notice was not issued, but these are identified as areas for improvement, and the RI must address these.

Information on all non-compliance is included in the Action and Improvement Summary report, which will be sent separate to the report by CIW.

Recommendations

- R1 Develop children's Welsh language skills
- R2 Use observations to monitor children's progress and inform future learning opportunities
- R3 Develop self-evaluation processes to identify and secure improvements
- R4 Address the areas of non-compliance identified during the inspection

What happens next

His Majesty's Chief Inspector of Estyn and the Chief Inspector of Care Inspectorate Wales are of the opinion that focused improvement is required in relation to this setting. The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Well-being:

Nearly all children make purposeful choices. They choose resources confidently and move from one learning area to another. For example, children use real life utensils when cutting and mixing tea leaves into bowls and when playing in the kitchen role play area. A few children express themselves well using words and phrases. For example, they tell practitioners they want more water during snack time. A few children communicate and express their needs and preferences using nonverbal cues, such as pointing. At snack time, children choose their preferred drinks and foods. They express themselves confidently and feel they are listened to by practitioners. Children who are not ready to sit at circle time feel they are respected and happily explore their learning environment.

Most children cope well when separated from parents and carers. They greet practitioners happily with a smile when they arrive and leave the setting. Nearly all children feel confident and safe and are familiar with routines. They help themselves to tissues when needed and fetch their individual water bottles when they are thirsty. Children form positive attachments and close relationships with practitioners. They approach practitioners when they are hurt and feel comforted by them. Children feel a strong sense of belonging. They show practitioners their craftwork proudly, for example their playdough cakes decorated with pebbles. They smile when they have a sticker for being kind to each other, help to tidy up and sit well at circle time.

Nearly all children behave well and most children share resources. For example, one child moved her playdough creation to make room for another child to take a better photograph of what they had made. Children are sensitive to the feelings of others. They help each other walk along the climbing and balancing boards, hold hands and wait their turn to avoid bumping into each other. Most children develop their independence skills effectively. They complete self-registration on arrival and take responsibility for storing their belongings.

Most children enjoy their learning opportunities. They explore the areas of the provision excitedly. They engage eagerly in mark making opportunities and make lines and shapes on paper successfully. Many children sustain interest and concentration on tasks for extended periods. They listen carefully to instructions, for example, when they are filling jugs from a larger water dispenser whilst engaged in water play outdoors. Children feel a sense of achievement when completing their tasks, such as watching their car move quickly down a slope in the wild nature area.

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

Many children make suitable progress in their learning from their starting points. They engage well with a range of resources in different areas of the learning environment and choose where to play confidently. Many children access resources with growing independence. A few children choose the resources they need to solve simple problems, for example choosing wet sand to make a sandcastle.

Many children's physical skills are developing well. They climb and balance with increasing control on a range of heights when using outdoor play equipment and walk confidently on different surfaces in the nature area, avoiding stones and logs. They use their arms to steady themselves when balancing and jump off equipment using two feet. The majority of children develop fine motor skills appropriately. They use a range of equipment with increasing control and develop their strength and co-ordination. For example, they use small items to shape and mould playdough and use scoops when making potions. A minority of children handle scissors appropriately when snipping grass outside.

Many children make themselves understood and develop their communication skills appropriately. They follow the setting's routines and carry out simple instructions well. For example, they hold hands and listen carefully when on a walk around the carpark. The majority of children are beginning to chat to each other as they play. For example, they listen appropriately as they discuss the shiny toy cars that they cleaned. They join in well with familiar songs and rhymes and engage in stories read to them at story time. However, very few children show an interest in books when handling them as a reader. Many children enjoy experimenting with early writing experiences using pencils on paper and markers on a whiteboard. A few are beginning to express meaning with their marks.

The majority of children join in appropriately with number rhymes. Many use simple mathematical language successfully when answering questions about quantities and numbers. For example, they play with a range of containers and water to fill and empty. They use simple mathematical language appropriately as they describe the sizes of boxes by saying which is bigger and smaller.

Many children enjoy joining in with Welsh songs during circle and snack time. However, few children understand and respond appropriately to simple language, such as greetings and instructions.

The majority of children use digital resources well in their play. For example, they use a tablet successfully to take photographs of their play dough cakes and operate a CD player at song time. They respond well to music and are enthusiastic when exploring the sounds they create using percussion instruments to tap in rhythm in time with the song.

Care and development:

Practitioners have a friendly, caring approach and manage interactions with children positively. They constantly praise children for their efforts and celebrate achievements. They know the children in their care and their needs well.

Practitioners understand and implement appropriate policies and procedures to promote healthy lifestyles, physical activities, personal safety and well-being. They understand their roles and responsibilities in relation to keeping children safe and healthy. However, a few elements of safeguarding procedures do not comply with regulations, and therefore the setting's arrangements for safeguarding children do not meet requirements and give cause for concern.

Appropriate incident and accident recording systems are in place and include sufficient detail and evidence of information sharing with parents and carers.

Practitioners maintain individual children's records but some information is missing. Practitioners conduct and evaluate fire drills well to ensure that children know what to do in the event of an emergency.

The setting promotes healthy lifestyles appropriately. For example, practitioners encourage children to eat healthily, to be active and play outdoors in the fresh air. Nappy changing procedures are in line with current infection control guidance. Practitioners encourage children to wash their hands supporting their awareness of personal hygiene well. First aid and safeguarding training is current and suitable for the ages of children cared for.

Practitioners are responsive to meeting children's needs. They listen and respect their choices and requests. Interactions are positive, demonstrating warmth and kindness. They are committed to providing a broad range of opportunities to develop children's play and development.

Practitioners are currently introducing and preparing to deliver the curriculum for funded non-maintained nursery settings. They focus well on the interests of the child and their individual needs. Practitioners provide suitable and sensitive support for children who may have additional learning needs. They collaborate well to build children's confidence and resilience.

Practitioners provide children with varied and valuable opportunities to learn about the world around them, for example by going on nature walks and using the wild natural area. Children explore celebrations and festivals successfully through using a range of resources, craft materials and stories.

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

Practitioners' interactions with children are sensitive and encouraging. They join children in their play and are good language role models, providing children with a range of vocabulary. For example, they talk to the children as they play with a model car wash, comparing shiny and dirty toy cars. Practitioners make effective use of praise and encouragement to enhance learning and well-being.

Practitioners collaborate well to organise the learning environment. They provide a wide variety of resources indoors and outdoors that support children's learning and development appropriately. Practitioners offer children a range of interesting and suitable learning experiences that engage nearly all children successfully. They respond well to children's interests to enthuse and motivate them. For example, when children are interested in making potions, small scoops and bowls are provided which support the development of fine motor skills. However, practitioners do not make effective use of observation to identify children's needs and support their progress. As a result, experiences do not always build on previous learning or move the learning forward.

Overall, the setting supports children's personal and social development effectively. For example, practitioners encourage children to take turns and help each other. They provide suitable opportunities for children to explore the environment and develop a sense of curiosity about the world around them, for example spotting and discussing living things in the natural outdoor area. They support children

appropriately in showing care and respect towards living things, for example when they find a spider under a log and return the log to protect it.

Practitioners plan effective opportunities for children to develop their physical skills through access to the outdoor stepping and balancing equipment, which develops their gross motor skills well. Practitioners provide children with buckets and spades of different sizes in the large sand pit to develop their co-ordination and supply scissors to cut fresh herbs to add to their playdough. This develops the children's fine motor control and encourages them to use their senses.

Practitioners offer worthwhile opportunities for children to become familiar with the use of technology through their play, for example when using a tablet device to photograph their play dough cakes. The setting promotes the traditions and culture of Wales through relevant learning experiences, for example singing Welsh songs and celebrating St David's Day. However, practitioners' use of Welsh to encourage the children's understanding is less consistent.

Environment:

Leaders ensure that the indoor and outdoor environments are safe and secure. Daily checks of the environment and health and safety procedures regarding COVID-19 are carried out effectively. Visitors cannot access the setting unless admitted by a staff member and all visitors sign in upon arrival and out on departure. Most required safety checks are completed within the required timescales, including fire and electrical tests. Risk assessments of both indoors and outdoors are completed visually and not recorded. Leaders have a risk assessment in relation to the premises. However, this risk assessment is not easily accessible to all practitioners and forms part of the overall school's records. The premises are clean, and all practitioners carry out effective hygiene procedures. Practitioners wipe down tables before serving food and wear appropriate protective clothing. The toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to promote children's privacy and dignity.

The premises are warm and welcoming and provide an effective environment for children to play and learn. Overall, the indoor and outdoor environments are used well to promote learning and development. The outdoor area is stimulating and easily accessible, allowing free flow from the indoor environment. There are suitable covered areas, which shelter children as they play outdoors in all weather conditions. Leaders have arranged for children to use the school's wild nature area. This enhances provision to support children's physical development well.

Leaders provide an extensive range of developmentally appropriate toys and resources that engage children successfully. All resources are clean and well-maintained. Furniture and equipment are suitable and generally of good quality. The setting encourages recycling and incorporates natural and sustainable materials in children's play effectively. They store a selection of resources at a low level so that children can access them and make choices independently. There is an appropriate range of play materials to promote cultural awareness and diversity.

Leadership and management:

There is a welcoming and positive ethos at the setting. The leader works effectively with practitioners to provide a warm and inviting environment for children.

Self-evaluation processes and planning for improvement are at a very early stage of development. The leader identifies suitable improvements, such as developing Welsh language provision. However, monitoring and evaluation to support ongoing improvement is limited and systems for gathering first-hand evidence, to reliably identify the setting's strengths and areas for improvement, are underdeveloped. As a result, the leader does not have an accurate or up to date understanding of the strengths or key priorities for improvement. Planning to address priority areas is insufficient to bring about the necessary improvements. For example, the setting has made insufficient progress towards the recommendations from the previous inspection with Care Inspectorate Wales (CIW).

The responsible individual ensures that the majority of policies and procedures are suitable and they support practitioners in most aspects of their work. However, the safeguarding policy lacks guidance for practitioners when making referrals regarding senior staff. There are sufficient practitioners who have relevant and appropriate qualifications. However, recruitment of staff does not meet the regulatory requirements. Leaders are not reviewing the settings practice well enough to ensure compliance with all regulations.

Leaders make appropriate use of funding and grants, for example to purchase resources to improve opportunities for outdoor learning. The leader facilitates professional learning opportunities for staff and strives to improve performance and practice at the setting. This has a positive impact, such as developing understanding of aspects of the curriculum for funded non-maintained nursery settings. The leader communicates suitably with practitioners to improve their practice. However, the setting does not implement systems for appraisal and supervision. As a result, practitioners do not have effective opportunities to reflect on their practice and identify targets for improvement.

The leader has established effective partnerships with parents. They feel comfortable to talk to practitioners about concerns and value the information shared about their child's experiences at the setting through social media and informal day-to-day contact. The setting has a statement of purpose. However, it is not fully compliant with regulations as it does not provide parents with accurate information about the setting or arrangements for complaints and concerns.

Leaders and practitioners work well with the school to support easy transition. For example, they provide valuable opportunities for the children to meet their new teacher before transferring to school. There are beneficial links with the local authority to develop practice and the setting engages with a range of agencies to ensure effective support for children with additional learning needs.

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)