



**Arolygiaeth Gofal  
Cymru**  
**Care Inspectorate  
Wales**



**Estyn**

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

**A report on**

**Llansantffraid Ladybirds Nursery**

**Llansantffraid C in W School  
Treflan  
Llansantffraid  
Powys  
SY22 6AE**

**Date of inspection: November 2024**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Llansantffraid Ladybirds Nursery

Name of setting	Llansantffraid Ladybirds
Category of care provided	Sessional
Registered person(s)	Meinir Morris
Responsible individual (if applicable)	Meinir Morris
Person in charge	Rachel Jones
Number of places	16
Age range of children	3 - 4
Number of 3 and 4 year old children	3
Number of children who receive funding for early education	3
Opening days / times	Monday to Thursday 9-12:30pm
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	This service is not making a significant effort to promote the use of the Welsh language and culture
Date of previous CIW inspection	18 April 2018
Date of previous Estyn inspection	September 2017
Dates of this inspection visit(s)	26/11/2024

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Well-being</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## Non-compliance

**No non-compliance was identified during this inspection.**

## Recommendations

R1 Further continue to develop the effective use of observations and assessments to plan next steps in children's learning

R2 Formalise induction and appraisal processes

## 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: Good

Children thoroughly enjoy their time at the setting and make good progress in developing their personal and social skills. Nearly all children are confident communicators and are happy to engage with visitors to the setting and involve practitioners in their play and learning. Children have a strong voice at the setting and their opinions are listened to and valued by practitioners. For example, they give valuable feedback on activities which enable practitioners to plan activities that engage and enthuse children successfully. Children express themselves well as they know practitioners will listen and respond to them.

Nearly all children greet their friends excitedly and are eager to start playing on arrival. They settle quickly and cope well with separation from their parents and carers. They develop warm and positive relationships with practitioners and those who need extra support receive reassurance if needed. All children feel safe and valued at the setting and as a result develop a strong sense of belonging.

Most children's social and communication skills develop well. They talk easily to practitioners as they play and enjoy socialising with them and their friends during mealtimes. Most children are beginning to share, take turns and show empathy in their play. For example, they notice when their friends become frustrated when trying to complete a task and try to help them. Nearly all children listen and follow instructions well. For example, when walking to the shop, they recall and abide by the road safety instructions they have received.

Children are active and motivated in their play and learning. They enjoy a wide range of interesting opportunities which allow them to confidently explore their environment and engage enthusiastically with activities which are of interest to them. Nearly all children sustain focus and concentration for an age-appropriate amount of time.

Nearly all children are increasing their independence and self-help skills well. They help to tidy up, wash their hands and self-register by identifying their name from a list. At snack time, they choose where to want to sit and pour their own drinks independently.

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

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

**Care and development: Good**

Practitioners and leaders work together well to keep children safe and healthy. They follow the setting's procedures in relation to hygiene, health and safety consistently. Practitioners ensure that children are supervised well. They record incidents and accidents appropriately and promptly share this information with parents. There are effective systems in place to manage the administration of medication when required. They collect information regarding allergies prior to children attending the setting and have a good understanding of how to manage such needs. They know what to do in an emergency as they undertake regular fire evacuation drills.

Practitioners ensure that there is a constant supply of fresh drinking water available for children and encourage them to access it frequently. Practitioners follow nappy changing procedures effectively, and good hygiene measures are in place. Practitioners have a good understanding of their responsibility to safeguard children from harm, including how to respond to any child protection concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are kind, supportive and interact with children in a warm and calm manner. This creates a positive, happy and engaging atmosphere in the setting. The setting has an effective behaviour policy in place and practitioners are aware of the importance of using a range of positive behaviour strategies to support children. For example, in supporting children to share, practitioners use humour and distraction to diffuse tensions. Practitioners consistently use praise and encouragement with children and as a result this helps to raise their self-esteem and confidence.

Practitioners meet the needs of children successfully. They identify children who may require additional support and implement systems that monitor their emerging needs well. They ably support children in their play taking full advantage of opportunities to extend learning. For example, they suggest ways to improve the stability of a block tower and introduce new words to describe the flavour of a lemon after tasting them during snack time. Practitioners foster positive relationships with parents and allow

plenty of time at the start and end of sessions for them to share any relevant information that helps them address children's individual needs effectively.

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

Practitioners know children well and have a good understanding of child development and the importance of giving children time to explore and play. They embrace the principles of the Curriculum for Wales and provide a wide range of interesting and stimulating experiences for children, alongside a calm environment for them to play and learn. They consider children's interests well and use them as a starting point to plan interesting experiences and activities. For example, practitioners plan a range of stimulating creative activities related to fireworks after the children had attended a local firework display.

Practitioners treat children in a warm, friendly and gentle manner and use effective and consistent strategies to promote positive behaviour in line with the setting's policy. They play alongside the children, listen attentively to their stories, respect their ideas and develop children's understanding by questioning them skilfully. Children feel valued knowing that practitioners take an enthusiastic interest in their lives outside the setting.

Practitioners are good role models and support children to develop their language skills through caring and encouraging interactions. They provide children with time and space to explore mark making and early writing skills with a range of resources such as pens, crayons, chalks, and paint. For example, they encourage children to record their shopping lists for their Teddy Bear's Picnic by making lists or drawing pictures of the items they need to buy at the local shop.

Practitioners enable children to develop their physical skills well. They encourage them to take calculated risks in their play and challenge themselves physically. These experiences support them to develop their resilience, independence and confidence. For example, practitioners encourage children to be confident and careful when running across uneven surfaces and climbing and jumping off large obstacles in the park.

Practitioners develop children's creative skills effectively through offering a variety of resources and opportunities. They consider thoughtfully the many opportunities that children can express themselves creatively. For example, practitioners bring resources along on visits to the local park in a trolley, which the children access independently and use confidently.

Practitioners provide suitable experiences and ask appropriate questions to support children to gain a mathematical understanding of counting and to recognise a range of 2D shapes. They model the use of the Welsh language skilfully and encourage children to join in a wide range of Welsh songs and rhymes, for example, songs about the weather and feelings. As a result, nearly all children make good progress in developing their Welsh language skills.

Practitioners develop children's spiritual, moral, and social skills effectively. For example, they plan activities to develop children's understanding of important events

such as making poppies for Armistice Day. They promote the Welsh culture well by celebrating Saint David's Day and discussing the history of local church and the people represented in its stained glass windows. Practitioner plan activities that encourage children to think about the world around them and how to look after living things. This develops children's awe and wonder about the natural world. For example, practitioners stand back and allow children to look at and watch a spider on a web and only intervene when the child has finished being full absorbed.

Practitioners use information from observations and assessments to inform next steps in children's learning appropriately. However, this is in the early stages of development and is not always applied consistently enough to ensure that planning builds on children's knowledge and skills successfully.

The practitioners provide valuable information for parents and carers about the children's achievements. This is done via social media, oral discussions and a progress booklet, which is available during and at the end of their time at the setting.

### **Environment: Good**

Leaders ensure that children are cared for in a safe and secure environment. They have effective systems, including written risk assessments and daily checks, which reduce or eliminate potential hazards. There is a suitable system to manage access to the setting and the details of visitors are consistently recorded. The setting is maintained to a high standard, with effective cleaning and infection control procedures in place.

Leaders provide a welcoming and attractive environment and are flexible to the needs of the children. For example, they rearranged the construction area after observing that it did not allow children sufficient space to play and develop their ideas. As a result, children are using the area for more extended periods of play. There are beneficial opportunities for children to be active and independent and there is ample space to facilitate children's play and learning. The indoor environment is effectively zoned. This allows children space to enjoy a wide range of activities, such as a well-resourced home corner for role play and a quiet den area where children can relax and enjoy a good selection of books in comfort. The environment is decorated with displays of children's work and photographs of them engaging with varied activities. As a result, children develop a strong connection to the space, a sense of belonging and a feeling of pride in what they have achieved. Leaders provide children with a well-maintained space to play and develop their physical skills outside.

Leaders provide children with a wide range of good quality, child friendly resources that are suitable for the age and stage of development. Children are encouraged to access resources independently and the collection of natural resources allows children to think creatively and imaginatively when engaging with them. During outside play, children access resources such as ride on vehicles and a mud kitchen which helps them develop their physical and imaginative skills appropriately. Toilet facilities are child friendly and easily accessed from the main room. Furniture is a suitably low level, which allows children to use and access it independently.

## **Leadership and management: Good**

Leaders create a warm and welcoming ethos at the setting. They have a clear vision that places the well-being of the children and staff at the centre of their work. Leaders have created a strong sense of teamwork and as a result, staff are happy and effective in their roles.

Leaders ensure staff have clear job descriptions that contain all relevant information relating to their roles and responsibilities. There are well established safe recruitment procedures, and the setting has a suitable number of practitioners. However, the induction process is not formalised or applied consistently well enough to ensure that all staff receive the appropriate training they need to support them in their roles.

Leaders make effective use of grants and other funding to improve the setting. For example, they provided low-level storage, enabling children to access resources more easily. This helps children develop their independence and communication skills successfully.

Leaders have developed appropriate self-evaluation procedures. They use a range of evidence to evaluate the work of the setting and identify strengths and areas for development well. The setting's improvement plans include a sensible range of targets and priorities, which allows leaders to continuously strive to develop the provision for children. Leaders provide appropriate support for practitioners in their professional development. They act on all support and advice provided by the local advisory teacher which helps to contribute to the overall success of the setting. For example, following training, leaders have supported practitioners in developing children's independent skills. As a result, children's learning experiences are more engaging and take account of their interests more effectively.

Leaders work well with parents and carers and keep them suitably informed of their child's progress. They ensure beneficial opportunities for parents and carers to visit the setting and meet other families. This supports transition as children move through the setting and deepens relationships with practitioners. The setting is located on the site of a primary school and the working relationship between leaders and staff is a strength of the setting.

Leaders develop strong and effective links with the community which helps to develop a sense of belonging amongst the children. They regularly visit the local shops, church and farm which helps them to better understand where they live and people who live alongside them. Parents report that their children enjoy coming to the setting and participating in the wide range of experiences available to them. Practitioners are very approachable and parents are confident that any concerns they may have are dealt with swiftly and appropriately.



## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

© Crown Copyright 2025: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 31/01/2025