



Llansannor Child Care



Llansannor & Llanharry Junior & Infant School, Ystradowen, Cowbridge, CF71 7SZ



01443223545

Date(s) of inspection visit(s):

04/04/2025

Service Information:

Operated by: Llansannor CiW Primary

Care Type: Children's Day Care

Registered places: 28

Main language(s): English

Flying Start service: No

Receive funding to provide early years part time education: No

Promotion of Welsh language and culture: This service is making a significant effort to promote the use of Welsh language and culture or is working towards being a bilingual service.

Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Good

Summary:

Children thoroughly enjoy their time at Llansannor Child Care and are extremely happy. They are very settled and are confident interacting with each other, staff and visitors. Children excitedly make choices about what they do and are developing lovely friendships with each other and staff.

Staff successfully promote children's wellbeing and ensure safeguarding underpins all practice. They manage children's behaviour effectively and build close relationships with them through their caring attitudes. Staff plan activities to promote children's development and to encourage their natural curiosity in the world around them.

Leaders ensure the environment is spacious, secure and clean. The play areas are welcoming and friendly and provide a rich environment for children to play and learn. There is extensive space and facilities to meet the needs of children, both indoors and outdoors.

Leaders have a clear vision and run an effective, well organised setting. They have good systems for evaluating and improving their service. Leaders value staff and support them effectively. They develop positive partnerships with parents who are very happy with the care their children receive.

Findings:



Well-being

Good

Children have a very strong voice and consistently make decisions about what they want to do, where they want to play and who they want to play with. Throughout the session, children move freely around the indoor and outdoor spaces and engage in activities that interest them. For example, some children chose to go on a bug hunt, some played in the cabin and others took part in a craft activity. Children express themselves confidently and they know staff will listen to them and respond immediately. For example, a child asked a member of staff for some tape to keep their sticker on, and the member of staff immediately took the tape over to the child.

Children are extremely happy and comfortable with staff. They join in with the various activities and greet each other with smiles and hugs. Children know the routines of the setting well. For example, they gather as a group on the carpet after lunch to sing songs and talk about their day. Children cherish this time as staff praise and reward them with stickers for the good behaviour they have seen at lunch time. This means children feel valued and builds their self-esteem.

Children are learning how to play together, share and make friends. They have consistently good interactions with each other and with staff. They co-operate well for their age and are actively engaged and interested in the play opportunities available to them. They thoroughly enjoyed engaging in a bug hunt together and helping each other when they could not find a bug on their list. Children did not stop smiling, chatting together and giggling throughout our visit.

Children are motivated, animated and engaged in their play and learning. They enjoy interesting and stimulating opportunities that are suitable for their ages and stages of development. Children are very confident participating in self-led and adult-led activities for extended periods of time. They share their excitement with each other and with staff. For example, when a child had finished eating their snack, they told staff and their friends, *"Look what I did!"* Staff immediately praised the child saying, *"Well done!"* whilst their friends offered encouragement, *"You ate it all!"*

Children have very good opportunities to develop their independence skills, enabling them to do things for themselves successfully. For example, children enjoy serving themselves at snack time. Children also independently retrieve their belongings and choose what they want to do with their work. For example, when a child had finished their craft, a member of staff asked the child if they wanted to leave it on the table or put it away in their bag. The child said they wanted to put it away and independently went and put it safely inside their bag. Children make very good progress and are confident to try new activities.



Care & Development

Good

Staff care for children well by meeting their individual needs and working effectively to keep children safe and healthy. They are experienced and highly qualified. Staff frequently move around the various areas interacting with children or supporting them. They fully understand and consistently implement the relevant policies and procedures to keep children safe and promote healthy lifestyles. Staff confidently discuss safeguarding scenarios and have a good understanding of their responsibilities to protect children. They maintain appropriate records of children's individual needs relating to allergies, symptoms and other dietary requirements. Staff follow cleaning routines and hand washing procedures thoroughly. They are confident to deal with accidents, incidents and they understand how to administer prescribed medication safely. Staff record children's attendance and maintain a record of visitors to the setting.

Staff create very nurturing relationships with the children. They are warm, attentive and positive role models to the children, treating them with kindness and care. Staff encourage children to say 'please' and 'thank you,' and immediately praise them when they use their manners independently by saying, *"That is such lovely manners, well done."* Staff frequently offer praise and reassurance to the children, acknowledging their efforts and accomplishments to promote their confidence and self-esteem, *"Wow, that looks beautiful! Great job!"* Staff consistently implement positive behaviour management strategies and as a result children's behaviour is exemplary because they know what is expected of them. Staff use praise to reinforce good behaviour with rewards such as stickers and they share words of support and encouragement with the children, *"That is amazing!"* and *"Da iawn, you did really well at lunch time today!"* Staff genuinely respect and listen to the children's views, validating children's feelings and allowing them to express themselves in their own time.

Staff have a thorough understanding of child development. They provide a wide range of play and learning experiences in line with the new curriculum. Staff have a good understanding of when to interact and when to let play unfold. They focus on developing and progressing each child's individual skills and abilities. Staff observe children to support their planning and to develop each child's understanding through developmentally appropriate questioning. For example, when a child asked, *"Why won't this work?"* the staff member encouraged the child to think about what the problem could be, *"Do you remember, you need to programme it?"* The child thought about the prompt and worked out what they needed to do. The staff member then praised the child, *"You've got it! Well done!"* Staff promote the Welsh language and culture in the setting. For example, we heard many Welsh phrases throughout the session as well as songs being sung in Welsh. Staff also used Welsh words in the bug theme to further embed the topic as well as the Welsh language. Children particularly enjoy engaging in discussions around the weather in Welsh. For example, when a member of staff asked about the weather, a child responded, *"Mae'n heulog!"* *"Oh, no, it's gymylog!"*



Environment

Good

Leaders have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They have good systems in place to ensure the setting is safe, secure, and extremely well maintained indoors and outdoors. Leaders organise consistent cleaning routines that reflect good hygiene practices. They complete daily checks of the premises to minimise any risks to children's safety and well-being and they conduct effective maintenance checks for the building and appliances; ensuring they are all up to date. Leaders complete detailed risk assessments that cover all aspects of the environment, which they regularly review and take appropriate action if needed. They practice fire drills frequently and maintain sufficient records to ensure that all staff and children can evacuate the building in the event of an emergency.

The premises are warm, very welcoming and accessible to all. Children benefit from the natural lighting in the playroom due to the open plan layout. The play space is bright and airy with colourful displays along with children's artwork and pictures on show. This means that children feel valued and have a good sense of belonging. Leaders use neutral colours throughout the environment, and they use natural resources in different areas which creates a sense of calm and relaxation at the setting. Leaders use the space effectively, both indoors and outdoors. They ensure the environment meets children's needs and helps to build their confidence by ensuring they can move around freely and explore. The door from the inside playroom to the outside play area is open throughout the session; allowing children to move freely between the two environments and choose for themselves where they want to play. The outside, enclosed area provides sufficient room for children to explore a variety of outdoor play experiences, which includes forest school activities and gardening. Leaders ensure the environment enables children to be creative and to explore confidently and independently. For example, they support the children to use the outside area frequently as there is an outdoor cabin which provides an additional learning space. The setting has a dedicated kitchen as well as areas where children can have quiet times. The toilets provide for children's privacy and dignity.

Leaders ensure children access a range of authentic resources and equipment as well as good quality furniture that is suitable for the developmental needs of all the children. For example, the appropriately sized table and chairs ensure children can sit at ease to undertake tabletop activities and eat their snacks. There are also low-level storage units which make it easy for children to access the resources independently. Resources are more than sufficient in variety and quantity which means they keep children's interest, prevent disagreements and allows children plenty of choice. Leaders provide a variety of activities to promote children's curiosity about the wider society and they promote a well-equipped secure outdoor environment.



Leadership & Management

Good

Leaders have a clear vision which they communicate successfully to their staff, creating a positive ethos. They create a calm and positive atmosphere in the setting and are committed to providing a high-quality service, ensuring learning opportunities for staff as well as the children. Leaders maintain and share an up-to-date statement of purpose that accurately reflects the service they provide. They have a good set of policies and procedures which staff successfully embed within the setting. Leaders ensure they are reviewed annually, and records are thorough and detailed.

Leaders have a good self-evaluation system in place which enables meaningful reflection and allows them to acknowledge their strengths. Their system includes using the feedback from staff, parents and children to form their comprehensive quality of care review. In their review, leaders identify areas they would like to build on, and they effectively implement their plans within the setting. For example, leaders identified in their review they were keen to develop the outdoor grassy area to provide forest school and gardening experiences for the children. During our inspection visit, we saw the children using this newly enclosed area to go on a bug hunt and check on their seedlings which they had previously planted.

Leaders are enthusiastic and extremely motivated. They set high expectations and lead staff very well, supporting them and providing further development opportunities. Leaders ensure supervisions and appraisals are meaningful and provide further opportunities to support the exchange of information. Staff said they feel well supported by the leaders and are confident approaching them if they need to. Leaders deploy staff effectively to ensure they meet staffing ratios, and as a result children's needs are fully met. They follow good recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children.

Leaders are committed to developing positive partnerships with parents and carers and ensuring all communication is effective as they know it is valuable in order to promote positive outcomes for children. They collect sufficient information about each child's preferences and individual needs before they start in the setting. Parents said they are extremely happy with the setting and have noticed how their children have developed in confidence and staff have made the transition from nursery to wraparound and then to reception seamless.

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.

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

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