



## QUALITY OF CARE REVIEW 2026

### Part A: Service details and views of those who use the service

#### Methods of collecting views

##### Children

- We have listened to what children would like in their areas and involved them in the rearranging of the room / looking for new resources
- Children are eager to take part in circle time every session and enjoy the incorporation of Pip and Ted in their games. Circle time involves lots of different activities such as reading, group games, singing etc that are suggested by the children daily
- Children will decide where they would like to sit / who they would like to sit with. They make choices on what they would like to eat from their lunch first with minimal suggestions from staff. Staff only intervene to ensure children are making healthy choices where needed
- Our sessions are child led and children always have an input on topics, planning and resources

##### Staff

- All staff take part in annual appraisals
- Informal meetings are held monthly where required, and staff are always asked for input regularly in regards to planning, resources, concerns and ideas
- All staff know their voices are heard and feel confident speaking to the manager if they have any concerns
- All staff members contribute to the activity planning to ensure a wide variety of high quality activities
- All staff assist in observing and creating targets for the children

##### Parents / Guardians

- Questionnaires are sent out to all parents / guardians asking for opinions and feedback
- Parents / guardians are encouraged to visit Trelawnyd Little Learners and have daily conversations and instant feedback from staff during pick up time
- We hold regular days for families to see the setting such as Coffee Mornings, Stay and Play sessions
- The SeeSaw app allows parents to gain instant information of their child's day and any activities they took part in. SeeSaw is updated daily with photographs and staff communicate with families through the messaging feature
- We follow Trelawnyd Little Learners Complaints Policy

##### Other/Outside Agencies

- Feedback from Trelawnyd VA School Nursery and Reception teacher as well as consistent communication to ensure we follow the same approaches to support the children in both settings
- Feedback from Trelawnyd VA School Head Teacher
- Early Years Wales visits and support
- Working alongside outside agencies where needed

## **Numbers of children, parents, carers and professionals providing feedback**

### **Children**

- Currently 8 children use Trelawnyd Little Learners care
- All children's voices are heard and changes are made following their feedback, and they will often make suggestions during circle time
- We follow a child led approach and always keep the children's interests and development at the heart of decision making
- Take into consideration all children's feelings during circle time - any problems/concerns are discussed and if able to be resolved quickly. If a child addresses a concern with an adult during the session, staff are quick to try and resolve the problem where possible
- Plan and adapt activities to meet the needs of the individual child to further their well being and development e.g. coping strategies
- Individual observations are kept next to the weekly planning sheet to be considered with the planning
- Free time provided to allow children to choose which activities they would like to take part in
- Structured activities are always planned with children's interests and development in mind, and there is no pressure for children to take part if they don't want to

### **Staff**

- All staff are heard and appreciated (3 members of staff plus the responsible person)
- Termly Staff meetings - where support is provided for professional development
- Regular informal staff meetings to plan activities and raise any concerns between meetings

### **Parents / Guardians**

- Questionnaires sent to all 8 children's families with a deadline to be returned
- SeeSaw allows parents / guardians to voice concerns and receive feedback on a daily basis
- Messaging between parents / guardians via email, SeeSaw and the Trelawnyd Little Learners Facebook Page
- Parents / guardians are encouraged to email Trelawnyd Little Learners with feedback, questions or recommendations in order to keep a paper trail.
- Compliments and complaints policy readily available and is emailed to parents / guardians on sign up and if requested
- Contact options are listed on the website, and parents / guardians can leave honest reviews that are seen by staff within 48 hours

### **Other/Outside Agencies**

- Close links and regular visits from Trelawnyd VA School Head Teacher and Nursery / Reception teacher

- Outside agencies visit and provide support as and when needed
- Transiting meetings between Trelawnyd Little Learners staff and Trelawnyd VA School Nursery / Reception teacher providing information about every child's abilities / needs ect

## Summary of responses

### Children

- Staff asked each individual child what they enjoy and what they would like us to do to improve our sessions in an age appropriate way with no pressure to talk about it if they didn't want to; the following are a summary of responses:
- Children enjoy having lots of different toys to explore and lots of different areas to explore daily
- Circle time is a highlight for many children; they enjoy having Pip and Ted sitting with them on the carpet and joining in their games
- Children feel secure in their attachments to staff and enjoy adult interaction just as much as they enjoy interacting with the other children
- All children are confident and happy to join our sessions daily

### Staff

- Staff are happy in their roles and feel adequately up to date in their training and that they are kept informed
- Staff would like to keep helping to improve the resources in the room as funds grow more

### Parents / Guardians

#### Questionnaire Feedback

- Feedback was overwhelmingly positive and families are very happy with the care provided
- Families are happy with the setting and have made no suggestions for further improvements
- One family stated they aren't aware of policies and procedures
- "Little Learners is such a wonderful addition to the school. My child absolutely loves attending and is fond of all the staff. We cannot thank them enough for the care they show and for making activities fun and inspiring"

### Other/Outside Agencies

Trelawnyd VA School Headteacher - Miss Parsons

"A dedicated team, using a child centred approach in a nurturing environment and stimulating environment for play and learning, supporting personal and social skill development indoors and outdoors and emotional wellbeing"

Trelawnyd VA School Nursery/Reception Teacher - Mrs McNamara

"Trelawnyd Little Learners is a nurturing and caring environment. Provision is good with lovely age appropriate resources and activities. Communication between the school setting and Trelawnyd Little Learners is great, this supports planning for learning, sharing of resources, and developing routines to support positive transition into school life. Children who have attended

Trelawnyd Little Learners often come into the school setting with more confidence and settle quickly into new routines.”

## **Improvements we will make, or have made, as a result of feedback**

**Children** - As a result of observing children we have,

- Asked the children for more ideas that we could do during Pip Time
- Ensured that favourite toys are available within the room

**Staff** - As a result of feedback from staff we have,

- Found out and are actively looking for training opportunities to further staff knowledge and skills
- Reviewed contracts and amended to reflect the upcoming wage increase
- Shared information regarding professional care and ALN support to further develop knowledge

**Parents** - As a result of feedback from parents we have,

- Made families aware of where they can find our policies and procedures (website) and made them aware they are welcome to visit and read over them
- Considered our most successful family opportunities (Stay & Play, coffee mornings) to further improve them in future

**Other/Outside Agencies** - As a result of feedback from partnerships we have,

- Continued to keep communication between ourselves and school professionals to ensure a continuous approach throughout the children’s day

## Part B: The quality and standard of provision

### 1. Well-being

This is about the progress different groups of children are making, taking into account their age, development and needs. It is about how our service is contributing to children's well-being, helping them to have a voice, develop their skills and become independent and confident.

#### Service evaluation

##### What do you do well?

- We consider each child's individual needs and interests and tailor activities to meet all abilities in the room, as well as push them to the next steps
- We provide a space for children to be free to express themselves however they would like and to feel safe and secure in doing so
- We meet sensory needs through play
- Our dressing up area is encouraging the development of dressing and undressing skills

##### How do you know?

- Feedback from children shows that they feel happy, safe and secure in the setting
- Children often feel confident to ask an adult for assistance
- Feedback from the family questionnaire shows that parents / guardians strongly agree that their child feels safe and that the staff are always friendly and warm in their approach to their child

##### What is the benefit to children?

- Children feel safe to be themselves and build on skills in a judgment free space
- Children are able to build on skills that will allow them to become increasingly independent as they continue to grow

## Our priorities for improvement

What is it you want to improve?

- We want to further improve our sensory area with things like busy boards and tactile bean bags - this will allow children to learn how different things move, connect and feel in a safe way, and give them the tools to build on skills such as zipping and buttoning

How will you measure improvements?

- We will put any funding towards making these improvements, and ensure the children are involved in the process to see what they would like out of the options we can find
- We will keep families updated with new resources via SeeSaw and the Facebook page

## Our assessment of well-being

My practice is (select one box only):

<b>Excellent:</b> my practice is exemplary	X
<b>Good:</b> my practice is strong	
<b>Adequate:</b> my practice requires improvement	
<b>Poor:</b> my practice requires significant improvement	

## 2. Care and development

This is about how responsive practitioners are in meeting children's needs – how they help children feel emotionally secure and ensure children are physically, mentally and emotionally healthy. It is also about ensuring that children are being developed and build relationships with other children, become self-aware, confident and are achieve well-being.

### Service evaluation

What do you do well?

- We ensure that everything we do is with the child at the heart of the decisions
- We regularly check in with the children's targets which are displayed on the wall. These targets are used when it comes to weekly planning sheets, and activities are often planned with them in mind. We try to only have one target per child at any one time so that the focus is on that one skill, however if they have had the target for a while we may decide on a second one to work towards
- During Pip time we often give the children an opportunity to talk about how they feel, what they have enjoyed or what they would prefer to do the next time they attend the session
- We have a development board that is updated at the end of every month. This includes information and photographic evidence of how the different activities reach the different areas of development following guidance from Early Years Wales. The children often spend time looking at this display board, and also enjoy looking through the books that have been created using the old sheets from the board
- Once the children have reached their target following three separate and successful observations, they get to take a Wow Moment home and have a second copy on display in class to let everyone know that they have completed another step in their development

How do you know?

- Feedback from school staff and from families indicate that they are extremely happy with how the children's progress is being monitored
- The children often ask about their targets, and independently work together to help each other achieve their targets - for example, some children can identify their numbers while others are still working towards this, so those who can already do this are often seen helping their friends using the resources available in the room

What is the benefit to children?

- The children have a sense of accomplishment and pride when they get another tick next to their name or get to stand in front of their friends to receive their Wow Moment
- The children benefit from their targets being so accessible, as it allows for all staff both within the setting and those who work with them in school to see where they are at and how to best support them

## Our priorities for improvement

What is it you want to improve?

- We want to keep improving by constantly trying to improve our target setting process. We regularly discuss as a team both if this system still works, and what the next steps for a child could be when it comes to setting a new target
- We want to improve our ALN interventions, seeking support from the local authority and seeking out training that we may need for the children in our care
- We want to improve our Welsh language skills, and are currently looking for some refresher courses for our current staff

How will you measure improvements?

- We will work alongside Early Years Wales to keep up to date with the current curriculum, and seek advice from them each time they visit our setting to check that they are happy with how we are observing and setting targets for children
- We will look for courses that provide a certificate as proof that staff are up to date with their ALN and Welsh language knowledge

## Our assessment of care and development

My practice is (select one box only):

<b>Excellent:</b> my practice is exemplary	
<b>Good:</b> my practice is strong	X
<b>Adequate:</b> my practice requires improvement	
<b>Poor:</b> my practice requires significant improvement	

### 3. Environment

This section is how we ensure that the physical environment we provide is of good quality and meets the needs of the children using our service.

## Service evaluation

What do we do well?

- Our room is set out in a structured way that allows children to play with different resources in different contexts. We currently have 4 child-sized tables for them to work and play at, and these tables are both used for structured play and free play by the children as they make choices throughout the session
- We are aware that children have different needs in order to develop, so have ensured that all the areas are full of a variety of resources
- We have provided an indoor climbing frame and soft play to allow children to develop their gross motor skills regardless of whether they are playing indoors or outdoors
- The majority of our display boards are child-made, using craft and photos to show off the children's best work to empower them whilst in the classroom
- We have access to the school yard, forest school, the field and the local park - we use these areas to enhance play and allow children the opportunity to run around and play in the fresh air

How do you know?

- During stay and play sessions and coffee mornings, multiple families commented on how lovely the room was and how much their children enjoy coming in each day
- The children are always excited to explore the areas, and really enjoy exploring new resources that may be introduced into the setting

What is the benefit to children?

- Children showing schematic behaviour have opportunities to meet their needs using resources that are age appropriate
- Children can develop both their fine and gross motor skills whether indoors or outdoors
- Children build an understanding of responsibility and work hard to keep the room tidy and the toys in good condition

## Our priorities for improvement

What is it you want to improve?

- We would like to improve our outdoor play as the weather improves by introducing more activities for outside. We can do this by making changes to activities to turn them into an outdoor task e.g. turn the chalk into chalk paints for the floor, take tuff trays outside to explore, take Pip time outside etc

How will you measure improvements?

- We will ask the children how they feel spending their time outside compared to inside
- Parental feedback via SeeSaw posts

## Our assessment of environment

My practice is (select one box only):

<b>Excellent:</b> my practice is exemplary	X
<b>Good:</b> my practice is strong	
<b>Adequate:</b> my practice requires improvement	
<b>Poor:</b> my practice requires significant improvement	

## 4. Leadership and management

This section is about the effectiveness of our leadership and management. It covers;

Meeting the requirements of the Welsh Government 'National Minimum Standards'<sup>1</sup> and other government requirements e.g. 'Building for a Brighter Future'<sup>2</sup>. Self-evaluation and improvement planning. Performance management and professional development. Safeguarding. Developing children and contributing to their well-being. Our vision for the service. Management and development of practitioners and Partnership working.

### Service evaluation

What do you do well?

- Regular staff meetings (formal and informal) to ensure all staff are on the same page, any concerns are addressed, and any suggestions staff may have for future practice
- Staff are kept up to date with regulations, procedures etc and have up to date training that is consistently being built upon
- Policies and procedures are reviewed annually, but often amended earlier than the scheduled review date to ensure things are constantly up to date and in line with practice and government guidelines

How do you know?

- Feedback from the responsible individual, other school staff and the families of the children in our care
- Feedback from Early Years Wales and other professionals who may visit

What is the benefit to children?

- Children are kept safe and are cared for in line with government guidelines

### Our priorities for improvement

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<sup>1</sup> For National Minimum Standards see:

<https://careinspectorate.wales/regulations-and-national-minimum-standards-day-care-and-play>

<sup>2</sup> Building for a Brighter Future:

<http://gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf>

What is it you want to improve?

- We want to keep improving on staff qualifications by pushing them to continue their development through courses
- We want staff to work towards the next level of their qualifications (eg level 3 and 4)

How will you measure improvements?

- Seek advice and feedback from Early Years Wales and follow suggestions from them regarding training, college courses and updates to government guidelines

## Our assessment of leadership and management

My practice is (select one box only):

<b>Excellent:</b> my practice is exemplary	
<b>Good:</b> my practice is strong	X
<b>Adequate:</b> my practice requires improvement	
<b>Poor:</b> my practice requires significant improvement	

Please use the box below if there are any further comments you wish to include

Name of Responsible Individual/Registered Person: Marina Parsons

Signed: M Parsons

Date: 9<sup>th</sup> March 2026