



Childcare Inspection Report on

Twinkle Stars @ Willows Playgroup

**Flying Start Nursery
Willows High School
Willows Avenue
Cardiff
CF24 2YE**



Date Inspection Completed

09/05/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Twinkle Stars @ Willows Flying Start is registered with Care Inspectorate Wales (CIW) to provide sessional care for 36 children between two and three years old. The service is open 9:15am to 11:45am and 12:30pm to 3:00pm Monday to Friday during school term time. It operates from a building within the grounds of Willows High School in the Tremorfa area of Cardiff. There is a Responsible Individual (RI) who has overall responsibility for the management of the service and a Person in Charge (PiC) who manages the service on a day to day basis. Care is delivered through the English language with use of incidental Welsh.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children benefit from a good range of well planned and interesting learning experiences. Children are well settled and at ease within the service and build good supportive relationships. The service is well managed by leaders who are organised and have an enthusiastic and positive approach. There is a good ratio of staff to children which ensures that consistent care is provided. The environment provides children with good opportunities to support their development.

2. Improvements

The areas of non compliance identified at the previous inspection in relation to leadership and management have been addressed. Recommendations made regarding practitioners knowledge around child protection and reviewing risk assessments have been actioned.

3. Requirements and recommendations

We did not identify any non-compliance at this inspection. We made some good practice recommendations which are summarised in section five of the report.

1. Well-being

Good

Summary

Children receive a good quality service which provides warm, nurturing care and positive experiences. They have access to a good range of suitable resources and activities which promote their all-round development.

Our findings

Children speak or express themselves well and communicate their needs in a variety of different ways. Children's needs, preferences and feelings take precedence over the daily routines. Children choose to eat their snack when they are hungry as the service operate a rolling snack system. They approach practitioners with confidence to chat or ask for assistance. Children chose what they wanted to play with and were obviously very familiar with the activities and areas available.

Children are familiar with the routine of the service which gives them a sense of security. They have developed strong bonds with practitioners and a key worker system is in place. Children receive frequent praise and encouragement for their efforts and achievements and are delighted when rewarded with stickers. They are comfortable, settled and relaxed and readily seek out reassurance from practitioners if needed. Children's artwork and photographs are displayed around the service and they have individual coat pegs which helps develop a sense of value and belonging.

Children are in the early stages of understanding their own and other's feelings. Some children preferred to play alone, whilst others played in small groups. Most children are beginning to learn to share and take turns. Children interacted well with their peers during snack time, chatting happily to each other. We saw examples of spontaneous affection shown by some children towards their friends and practitioners.

Children are engaged in their play and learning. They have the freedom to explore their environment both indoors and outdoors. Children thoroughly enjoyed making play dough with a practitioner and running around outside in their puddle suits. Children experience a good balance of self directed and adult led play. They access a wide variety of activities and resources appropriate for their age/stage of development. Children delighted in joining in with the actions during group singing time.

Children have access to a good range of experiences which enable them to gain self-help skills. Children help prepare healthy foods and pour their own drinks during snack time. They are encouraged to put on their own coats and outdoor clothing. Older children are supported to learn to use the toilet independently with soap and paper towels close to hand to further support their independence. Children are encouraged to tidy away after an activity.

2. Care and Development

Good

Summary

Practitioners are well qualified and experienced. They create appropriate opportunities for children to develop a healthy lifestyle and promote children's development by planning a good variety of activities. Practitioners give supportive and sensitive care and have consistent and realistic expectations of children.

Our findings

Practitioners are clear about their roles and responsibilities in keeping children safe. There is a safeguarding policy in place, and practitioners have attended child protection training. Good hygiene systems are established. Practitioners wipe down surfaces before and after snack and children are reminded to wash their hands at appropriate times. Practitioners implement the 'Designed to Smile' tooth brushing initiative to promote children's oral health. Consideration is given to Welsh Government's food and nutrition guidance document, with a wide range of healthy snacks on offer. Accident and incident records were completed well to include parents/carers signatures, with an effective monitoring system in place to identify emerging patterns. Practitioners have undertaken relevant first aid and food hygiene training.

Practitioners manage interactions appropriately. There is a suitable behaviour management policy in place. Practitioners act in line with the policy promoting positive behaviour. They act as good role models, treating each other and the children with consideration and respect. Good manners were reinforced during snack time with practitioners providing lots of opportunities to say please and thank you and reminders for children. We heard lots of praise and recognition of good work and behaviour which was valued by children. Practitioners dealt with inappropriate behaviour in a sensitive manner. For example, we saw practitioners explain why a particular behaviour was not acceptable and encourage children to be kind, considerate and caring. A traffic light system is used effectively to help children transition from one activity to another.

Practitioners are motivated and work well together. They are aware of their individual roles and this helps ensure that the sessions run smoothly. Practitioners provide a very good range of activities and play opportunities which enhance children's development. Practitioners are motivated and work well together. Activity planning is based on the principles of the Foundation phase, and included celebrations of different cultures. We saw a collection of clothing items worn during Ramadan, available for children to explore. Practitioners promote children's development naturally through play experiences. We saw a practitioner and child building a tower with blocks, the practitioner asked 'how high can we make it?' and 'can you count the blocks?' Practitioners complete individual profiles and baseline assessments when a child starts at the service, and monitor children's progress

throughout their time at the service with regular observations. We heard practitioners use incidental welsh frequently, developing children's use and understanding of the language.

3. Environment

Good

Summary

Children benefit from a bright and welcoming environment. The service operates from a single storey demountable building. The building is secure and maintained to a good standard. Children have free flow access to a well resourced enclosed area for outdoor play. There are systems in place to manage risks and health and safety matters.

Our findings

Practitioners ensure the environment is safe. We saw copies of gas and electrical safety test certificates and risk assessments that are detailed and thorough. Insurance certificates are up to date. Records demonstrated that regular fire drills are carried out during morning and afternoon sessions to ensure all children experience the drills. However, they did not contain the names of the children present or evaluative comments. Registers are maintained detailing practitioners and children's attendance, noting times of arrival and departure. The Public Health Wales audit tool to monitor infection prevention and control has been completed. A checklist displayed on the kitchen wall identified tasks practitioners must undertake to ensure good hygiene practice is maintained. The service is registered as a food provider with the Food Standards Agency, and has received a score of 5.

The premises are well maintained and in good decorative order. Both indoor and outdoor areas are arranged to enable children's easy movement and access to resources promoting choice, decision making and independence. The interactive kitchen enables children to help in the preparation of snack and enjoy cookery activities. A separate meeting room allows practitioners and parents to hold confidential conversations. We saw children enjoying different play experiences including riding on bikes, sand and water play, mud kitchen, loose parts and playdoh. The whole environment provides a wide range of play opportunities suitable for the age range looked after.

Children have access to a wide range of suitable resources and equipment. There is appropriate furniture for children to sit comfortably to undertake table top activities and eat their snacks. Resources are clearly visible, easily accessible to the children and suitably located in the corresponding play area. A spacious home corner was well equipped with a variety of 'real life' accessories to include a clothes horse, tins of food, kettle and toaster. We saw children thoroughly enjoy their time playing in this area, chopping up 'real broccoli' and wiping down the play kitchen surfaces with a cloth and soapy water. Resources and equipment are checked on a weekly basis to ensure that they are well maintained and in good working order.

4. Leadership and Management

Good

Summary

Leadership of the service is effective. The PiC and RI fully engaged in the inspection process. The PiC leads by example and acts as a good role model. Partnerships with parents, schools and other agencies are effective and serve the best interests of the children and their families.

Our findings

There is an effective leadership structure for the service. A PiC manages the service on a day to day basis. The statement of purpose assists parents in deciding whether the service is suitable for their child. However, it did not include details about arrangements to review the service and notify CIW of changes. We examined a range of policies and procedures and found them to be detailed. Some were in the process of being reviewed. Children's contracts were well completed. Practitioner files are in place, however two were missing some information. The RI agreed to rectify this immediately.

The RI ensures that planning for improvement is a priority and is working to develop the service by taking into account the views of children, parents, practitioners and other professionals. The service works closely with Flying Start and uses the expertise of health visitors and other agencies where appropriate. The quality of care review clearly outlines targets, records achievements and ensures the service is continually reviewed. However, this document didn't clearly reflect the strengths of the service. Practitioners access relevant training and are aware of current best practice, and this is evident within the practice implemented within the service.

Practitioners told us they feel well supported. They receive regular supervisions and annual appraisals which enables management to review practice and identify strengths as well as areas for support and training. One practitioner recently completed training on developing positive relationships with parents and told us that this has had a positive impact on the service. Regular staff meetings provide further opportunities for practitioners to evaluate their practice, share ideas, and discuss children's development.

Partnerships with parents and a range of other agencies are effective. Parents told us that they were very happy with the service. We observed one parent approach a practitioner to discuss issues regarding her child's eating habits. The practitioner offered advice and provided the parent with a leaflet for further information. The parent told us that she found practitioners to be supportive and easy to talk to. Another parent we spoke to told us that the practitioners at the service were 'the best'. The service have established good links with local feeder schools and provide them with information on the progress and skills of the children.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following:

- Fire drill records should contain evaluative comments and note children present;
- update statement of purpose to include a statement about arrangements for review;
- ensure identified changes to policies and documentation are completed;
- written references to be kept in all staff files and
- the quality of care review should also reflect strengths of the service.

5. How we undertook this inspection

This was a scheduled full inspection undertaken as part of our normal schedule of inspections. Two inspectors carried out an unannounced inspection of the service.

We:

- spent approximately six hours at the service;
- observed the practitioners and children's interactions;
- spoke to the RI, PiC, practitioners and children present about the service;
- reviewed all information held by CIW;
- spoke to parents;
- examined a range of documentation including, policies, procedures, daily records, two children's files, four staff files and other relevant records maintained as part of the service;
- undertook a visual inspection of the areas used and
- provided formal feedback by telephone on 3 May 2019.

Further information about what we do can be found on our website:

www.careinspectorate.wales

6. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Sarah Mackay
Person in charge	Claire Manley
Registered maximum number of places	36
Age range of children	2-3 years
Opening hours	9:15am – 11:45am and 12:30pm – 3:00pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15/09/16
Dates of this inspection visit(s)	09/05/19
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	<p>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 people /children who use, or intend to use their service. <i>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i></p> <p>We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</p>
Additional Information:	

Date Published Wednesday 3 July 2019