



Childcare Inspection Report on

Pontarddulais Little People Flying Start

**Pontarddulais Primary School
James Street
Pontarddulais
Swansea
SA4 8JD**



Date of Publication

Monday, 7 January 2019

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Pontarddulais Little People Flying Start was registered in July 2015. It is located in a self-contained unit within the grounds of Pontarddulais Primary School and is open Monday to Friday from 9am to 11.30am and 1pm to 3.30pm. The service provides care for a maximum of 12 children in each session, aged two to three years. Care is provided mainly through the English language with incidental Welsh. The person in charge is Lisa Bainbridge and the responsible individual on behalf of the local authority is the head teacher, Gareth Davies.

Summary of our findings

1. Overall assessment

Children thrive at this service; they settle quickly and thoroughly enjoy their time there. They experience warm and nurturing relationships with staff and other children and they benefit from an excellent range of play and learning experiences. The environment is safe and secure and well maintained. Leaders manage the service very well. Leaders work in partnership with parents and other professionals in health and education to ensure that children's needs are identified and addressed so that they have a good foundation for the next stages of learning and development.

2. Improvements

There was evidence of ongoing improvement and investment in the service.

- The children's outdoor area has been fitted with safety flooring to prevent grazes;
- the safeguarding policy has been updated to include information about the 'Prevent Duty' (which relates to anti-terrorism and radicalisation) and staff had attended training to raise their awareness in this subject;
- staff had attended ELKLAN speech and language training to support children with speech and language communication difficulties; and
- we saw that leaders had acted on the recommendation made in the last inspection and children washed their hands before snack rather than using wet wipes.

3. Requirements and recommendations

There were no requirements following this inspection.

Section five of this report identifies our recommendations to further improve the service.

We, Care Inspectorate Wales (CIW) made two recommendations in relation to additional information in the complaints policy and procedure and to ensure that a copy of the latest check on the heating system is available for inspection.

1. Well-being

Summary

Children are happy and have many opportunities to make decisions about their play. They experience warm and caring relationships and have a good choice of activities that are designed to promote their development. Children are developing well and are becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to; they express their views and are able to make choices.

Most children were confident to choose where to play and what to do and were very familiar with the activities and play areas. We saw that children chose the activities that interested them and which friends to play with. At greeting time we saw them talk about how they were feeling that day; and they chose the songs to sing and the story they wanted to hear. Children had a choice at snack time; they helped themselves and drank at their own pace and we saw them ask for and receive second helpings. Children asked staff to read books to them; to play make believe games and to help with craft activities; and we saw that staff listened and supported them. We saw children who were pre-verbal use visual aids such as pictures and objects to express their preferences for songs and stories. As part of the annual quality of service review, we saw that parents completed questionnaires with their children and asked them to colour in the activities they liked. In this way, staff could plan suitable play and learning activities taking into account children's preferences.

Children have a strong voice in this service.

1.2 To what extent do children feel safe, happy and valued?

Children experience warm relationships with each other and staff. They become familiar with their surroundings and the routines of the service, which gives them a sense of security.

Most children arrived happily at the service; they greeted each other and staff, moved around confidently and settled very quickly. We saw that one child, who was new to the service, was a little tearful but they settled into activities with staff support and encouragement; and when the parent arrived, the child was very reluctant to leave. Children had a sense of belonging because staff knew their names and there were photographs of children on their coat hooks and also displayed on the walls. We saw children point to their picture and say their name and smile as they took their coats off. Children played independently and with others and there was a happy and relaxed atmosphere. We saw that children approached staff readily and asked for assistance or for cuddles and reassurance. Children happily sang songs for routines such as tidying up and snack time. We saw that they joined in with actions and laughed. They responded positively to praise and proudly showed us stickers they received for their achievements. All of this helped children to feel happy and secure.

Children have a good sense of belonging, which helps them feel safe and happy.

1.3 How well do children interact?

Children are learning the importance of sharing and turn taking.

Children played happily together and interacted well with staff. During greeting time the children sat together and mostly listened to what others had to say in response to questions from staff. We saw that children were learning to co-operate and play together and we saw them smiling and hugging. Children sat quietly and waited for the 'Helper of the Day' (Helpwr Heddiw) to choose who would be next to wash their hands and sit at the table for snack. They took turns to take items out of a bag for song time; they played together in the home corner and made 'leaf stew' outside. Children listened to staff and held on to each other to form a train to go outside and they helped to tidy up. We heard children respond with 'please' and 'thank you' with some prompting from staff.

Children interact well with each other and with staff.

1.4 To what extent do children enjoy their play and learning?

Children enjoy a wide range of play opportunities designed to support their development.

We saw children enjoying free play as well as structured adult-led activities inside and outdoors. This included role play with toy cars, farm animals, dolls and soft toys, picture books, arts and crafts, singalong and story-telling in the playroom; and trikes, scooters, leaves and sand outside. Children engaged in their activities for a suitable length of time for their age and stage of development. They smiled and nodded when we asked if they enjoyed coming to the playgroup and if they liked the toys and activities. Children listened avidly to stories and they answered questions, giggled and laughed. Children were really excited to see what character they would pull out from the song bag and they fervently sang the corresponding songs in English or Welsh.

Children thoroughly enjoy their play and learning experiences.

1.5 How well do children develop, learn and become independent?

Children do things for themselves and they have good opportunities to develop, learn and become increasingly independent.

Children helped themselves to toys, equipment and resources indoors and outdoors and they communicated confidently through speech or gestures. Children were developing their self-help skills; they fed themselves independently; made choices at snack times; brushed their teeth, washed their hands and put their coats on with minimal prompting and support. They had learned songs and routines and they joined in eagerly with familiar responses, repeated phrases and actions. Children were able to name parts of the body; animals and baby animals; to say animal sounds; colours and to count in English and Welsh. The children's development records evidenced that they were making good progress and developing new skills in line with set targets.

Children are developing very well and are becoming independent.

2. Care and Development

Summary

Staff are well trained, caring and attentive; they keep children safe and promote good health. Staff know the children well and provide a very good range of activities to help children to learn and develop. They manage behaviour well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe because they are well trained and know their responsibilities.

Staff were very consistent in ensuring children's safety and promoting healthy lifestyles. They had attended relevant training including health and safety, paediatric first aid, food hygiene, safeguarding training and the Prevent Duty, which relates to terrorism and radicalisation. They were well aware of the importance of recognising signs of abuse and were clear about what to do if they had concerns about a child or in case of an accident. The service had relevant policies and procedures that staff followed to keep children safe. For example, only parents or named persons were allowed to sign their children out of the sessions and there were up to date records of children's health needs and any allergies. We saw staff prompt children to wash their hands before eating and after going to the toilet. The service takes part in the Healthy and Sustainable Pre-school scheme and children have a choice of water, milk and a healthy snack including fruit or vegetables in each session. We saw staff actively encouraging children to try the tomatoes by saying, "mmm it's really sweet. Is it juicy? What do you think?" Staff promoted good oral health by encouraging children to clean their teeth as part of the 'Designed to Smile' programme. They also encouraged physical exercise and outdoor play every day.

Staff promote children's health and safety very effectively.

2.2 How well do practitioners manage interactions?

Staff are good role models and help children understand the importance of sharing and being kind to each other.

We saw that staff were polite to each other and set a good example by always saying 'please' and 'thank you'. Staff listened to the children and gave them plenty of time to finish conversations, activities and their snacks, which created a relaxed atmosphere where children were confident to ask questions, explore and learn. We heard lots of praise and encouragement such as '*excellent*', '*I'm going to get you a sticker for that!*', '*well done!*', '*thank you for sharing*', '*good helping*' and '*good listening*'. We saw that children were excited to choose different stickers as rewards for particular achievements. Staff helped children take responsibility and care for others through designating a helper of the day. Staff encouraged children to sit together for routines such as snack time and greeting time, in order to prepare them for more formal education. They managed minor behaviour and sharing disputes well. We saw them gently intervene to resolve issues and they got down to the children's level, made good eye contact with children and spoke calmly and clearly so that children understood what was expected in playgroup. Staff used routine phrases, songs and tone of voice very effectively to gain attention and cooperation. For example, we heard songs for snack time; for tidying up; and for saying goodbye. We saw that children responded well; they eagerly

helped to tidy up the toys; moved to the area for greeting time; joined in with the singing; they sat together at the tables for snack and in a circle to say goodbye to their friends.

Staff manage behaviour well and this supports their social development.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff ensure they get to know the children well and aim to meet their individual needs through good preparation and planning.

Staff were familiar with the needs of individual children and planned activities to ensure that all children could engage, have fun and enjoy them. We saw that staff sat and played alongside the children and helped them to develop language, creative, physical, emotional and co-ordination skills through games, songs, stories and activities. Keyworkers monitored and recorded children's progress in meeting developmental targets and planned appropriate activities for their next stages. We saw that staff encouraged and facilitated children's independence and celebrated every success. We saw that staff also monitored children's expressions and body language to ensure that they were happy and settled. For example, staff responded when children demonstrated they needed to use the toilet and when they were tired. We heard staff developing children's social, and language skills by encouraging them to talk about their families, feelings and what they had enjoyed doing that day. At snack time, we saw staff encourage children to help themselves; to count the pieces of tomato; describe the colours and tastes. Staff supported children to use the outdoor play area whenever possible so they had physical exercise and fresh air. They also used the opportunity to talk about wildlife such as insects, worms and birds; to discuss weather and listen to different sounds.

We saw that children learned about the world and different cultures through books, toys, activities and celebrations such as Saints' Days, Diwali and Chinese New Year. Staff provided children with opportunities to use and experience the Welsh language and we saw bilingual materials and resources. All staff used Welsh words, phrases and songs in addition to the English versions during the session. Staff counted in Welsh and asked children to repeat the words and staff said 'da iawn' (well done) and 'diolch' (thank you). Children sang Welsh songs and we heard them use Welsh words for numbers and colours. One staff is a fluent Welsh speaker who can support children who are planning to transition to the local Welsh primary.

Staff promote children's play, learning and all round development very effectively.

3. Environment

Summary

Children are cared for in an environment which offers a very good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are good quality and suitable for the needs and age range of the children.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that children are cared for in a safe, clean and secure environment and that unnecessary risks to children are identified and reduced or removed.

We saw that the entrances to the service were secure from unauthorised access. The external door had a key fob system and there were secure boundaries to the outside play areas. Leaders provided clear policies and risk assessments relating to health and safety and we saw that staff followed them. For example, staff asked visitors to show proof of identity and to sign in and out; and staff carried out daily safety checks on the premises, toys, equipment and the outdoor area. Since the last inspection, leaders had provided a soft surface to the outdoor area to minimise the impact of trips and falls. The Food Standards Agency had inspected the kitchen and awarded a level five rating (the highest) for hygiene; and there was a safety gate to prevent children accessing the kitchen. We saw good hygiene practices when staff prepared for snack time and when they changed nappies and supported children to use the toilets. We saw that leaders carried out regular fire drills and kept copies of the annual tests on electrical appliances and the heating system, which were carried out by the school. We asked the person in charge to provide a copy of the latest test on the heating system, as it was not available on the day of the inspection.

Leaders have ensured that children are very safe and secure at the playgroup.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide suitable premises, which are child friendly and stimulating. The layout promotes children's independence and the ethos of the Foundation Phase of learning.

The playroom was light and airy with sufficient space for a good range of activities as well as areas for children to relax and reflect. Leaders had ensured that the play areas were well set out for children, with resources within easy reach to encourage choice and independence. There was a washable floor surface to allow for floor play and messy play; and soft bean bags and mats for comfort and relaxation during circle time. We saw suitable equipment including child sized chairs and tables; low level toilets, step up stools and potties. Children enjoy a small, secure, outside play area within the school yard. We saw that leaders enable children to take suitable risks as children have access to the school yard to run around or ride trikes down the gentle slope. Staff told us that they also visit a woodland area for a weekly 'Welly Walk'.

Leaders ensure that the suitability of the environment effectively.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide to children an extensive range of good quality resources and equipment that suits their interests and supports their learning and development.

Leaders ensure that children have access to furniture, equipment and toys that are appropriate for their age, needs and developmental stage. We saw an excellent range of indoor and outdoor toys and resources. The playroom was divided into areas for drawing/ mark making, crafts and messy play, a play kitchen and home corner, dressing up, quiet circle time/ book area, sand play, dolls and farm yard animals and construction. The Welsh language was promoted and we saw bilingual Welsh and English posters and signs, numbers, colours and shapes and months on the walls. We saw evidence that various festivals were celebrated throughout the year and toys and books promoted diversity and a multi-cultural society. Leaders had put systems in place for staff to check toys and equipment regularly and to assess the play areas and identify any maintenance issues. We saw that toys, resources and equipment were very clean, good quality and in good working condition.

Leaders provide good quality resources and equipment that are well maintained.

4. Leadership and Management

Summary

Leaders manage the service extremely well. They provide clear direction and ensure that staff receive relevant information, training and supervision to support them in their work. Leaders are committed to monitoring and improving the service they provide and involve children, parents, staff and other professionals in this. Leaders and staff have very positive relationships with parents and professionals.

4.1 How effective is leadership?

Leaders ensure that the service is well run and complies with the regulations and the national minimum standards (NMS).

Leaders were clear about the aims of the service. The statement of purpose was up to date and provided a clear description of the service and what it sets out to provide. We saw that leaders reviewed policies and procedures annually and updated and added to them as required. For example there was new information on the Prevent Duty and on Data Protection. Leaders ensured that staff understood the policies through regular meetings and discussions. Leaders ensured that records were in good order. We saw that parents had signed their contracts; various permission forms and they had signed to indicate that they were aware of the policies and procedures. We looked at three children's records and saw that they contained all the required information about the children. The systems to monitor the development of children were very effective. Staff met regularly to discuss children's progress and to evaluate what had gone well and also what could be improved and how. We saw that everyone was involved in planning interesting activities to promote learning and development. Although the complaints policy and procedure met NMS 19, it did not meet all the requirements of the regulations as there was no information about concurrent investigations. We brought this to the leaders' attention.

Leaders are motivated and effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have good systems to monitor the quality of the service and plan for improvements based on feedback from children, parents and staff.

Leaders collected information about the quality of the service in many ways. We saw that staff regularly reflected on their practice and continually evaluated activities and changed them to meet children's identified needs and preferences. This ensured that developmental targets were met and supported the children's transition to school. Staff also completed annual questionnaires on the quality of the service. We saw records of meetings with staff, health professionals and teachers to seek their views on the service and best practice. As the children were young and many were pre-verbal, staff gained their views about activities through watching what they enjoyed and how they reacted as well as asking parents to complete part of their questionnaire with children. Parents were consulted regularly through an open door policy and more formally through evaluation questionnaires. There was also a suggestion box and the service used a tool called SSTEWS or Sustained Shared Thinking and Emotional Wellbeing Scale to assess quality in the service. Leaders collated the feedback in annual

reports. The last report outlined the achievements of the service and reflected the views of children, parents and staff, including how they had influenced changes. For example, in response to parent's requests for more information, leaders had increased newsletters and set up parent meetings to provide regular updates; and as a result of monitoring trips and falls, leaders had installed a soft surface in the outside play area.

Leaders continually evaluate the service and plan effectively for improvement.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that there are always sufficient numbers of suitable staff on duty, who are well supported and know their responsibilities.

The records evidenced that staff ratios were usually higher than the minimum standards of 1 staff to 4 children and we saw this during the inspection. The person in charge was always in addition to the staff numbers and she deployed staff effectively to meet the children's needs. We saw that 1:1 support was available for children with additional needs. The person in charge also joined in with some activities to support team working and to model good practice. Leaders followed safe recruitment processes. Staff records contained the required information including Disclosure and Barring Service (DBS) and identification checks and references. Each file had a checklist at the front, signed by the leader, to verify that all the required information had been checked. There were records of monthly team meetings and staff told us that they also had opportunities to discuss any issues in the morning, lunch time or after work each day. Staff received induction, essential training, regular supervision and an annual appraisal. Discussions with staff revealed that they were very aware of their roles and responsibilities and that they enjoyed their work. Staff said that they received 'excellent' or 'brilliant' support and they felt valued because they were listened to, involved in planning activities and encouraged to develop their skills and interests. Training records showed that the leaders had provided all the required mandatory training for staff as well as specialised training to meet the needs of individual children. This included speech and language, additional learning needs and autism awareness. All staff had access to a range of professionals including speech and language therapists, early years' advisors, health visitors and educational psychologists, to support their work with children.

Leaders manage staff and resources very effectively.

4.4 How effective are partnerships?

Leaders and staff have good relationships with parents and excellent links with other professionals.

Leaders and staff worked closely with parents to meet children's needs and to keep them informed of their child's development. Before children started attending the playgroup, the person in charge and a key worker visited them at home to get to know the children and their needs, preferences and routines. Parents could also attend 'time together' sessions with their children to get to know the staff and new environment and help the children settle. Staff encouraged parents/carers to communicate informally each day and parents could arrange to visit the service and discuss their child's progress at playgroup with their key worker. We heard staff give parents feedback when they collected their children, including what the children had had eaten/ drunk, who/ what they played with and goals reached.

Parents were kept informed of activities, snacks, themes, outings and important events verbally and through a notice board in the reception area. Parents described staff as *'lovely people'*, *'very approachable'*, *'helpful'* and *'caring'* and the service as *'absolutely fantastic'* and *'amazing'*. We saw that children's progress was recorded regularly and that keyworkers shared relevant information with the team relating to each child's development and their family life/circumstances. As a result, additional needs and support were quickly identified and parents were supported to access additional services they needed. We saw that staff regularly sought additional advice and support from other professionals including health visitors, the early years' advisory teacher, the speech and language team and educational psychologists in order to provide the care each child needed. There were also excellent links with the main school as well as other local schools, which supported easier transitions for the children.

Leaders have developed effective partnerships which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

- Review the complaints policy and procedure to ensure it includes details of concurrent investigations; and
- obtain a copy of the latest test on the heating system for the health and safety file.

How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector made an unannounced visit to the service on 6 November 2018 and spent most of the day at the service;

- we saw the morning and afternoon sessions;
- we spoke to children, five parents, three staff and the person in charge;
- we observed children and staff in the playroom and outside;
- we observed four children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the premises;
- we looked at a sample of documentation and policies including the last CIW inspection report, the register and visitor book, staff files, children's development records, the statement of purpose, policies and procedures, health and safety records, accident records and the service's quality of care review report for 2017; and
- we gave feedback to the person in charge after the inspection.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Gareth Davies
Person in charge	Lisa Bainbridge
Registered maximum number of places	12
Age range of children	2-3 years
Opening hours	9am – 11.30am and 1pm to 3.30pm Monday to Friday term time, also 1 week at Easter and 2 weeks during the summer holiday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 November 2015
Dates of this inspection visit(s)	6 November 2018
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?	No. This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort in promoting the use of the Welsh language and culture. We saw a good range of bi-lingual posters, books and materials and we heard a lot of incidental Welsh as staff incorporated Welsh language and songs into every activity with children.
Additional Information:	