



Childcare Inspection Report on

Flying Start Busy Butterflies Playgroup

**Pillgwenlly Community Learning Academy
23-24 Temple Street
Newport
NP20 2GJ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Flying Start Busy Butterflies Playgroup is registered with Care Inspectorate Wales (CIW) to care for 24 children. The playgroup cares for two and three-year-old children on a sessional basis during school term times and operates from Pill Old Library in Newport. The playgroup is one of several flying start services run by Newport City Council and is overseen by the Responsible Individual (RI). They employ two part time Persons in Charge (PiC) to run the playgroup on a daily basis and a team of 10 staff. English is the main language with some incidental Welsh used daily.

Summary of our findings

1. Overall assessment

Children confidently make decisions about their care and play and are well supported and encouraged to develop their independence and learning. Staff know the children well and meet their needs effectively through well planned, stimulating activities and good quality assessments. Safeguarding is given high priority and underpins all practice and management of children's behaviour is suitable. Staff follow robust safety and security measures but some cleaning methods need to be revised. Children benefit from inviting, friendly, child centred play spaces and access to high quality toys and resources inside and outside. The leadership and management team communicate high expectations and actively support and challenge staff to do their best. However, the key person system could be strengthened and the visitor's record consistently completed. The friendly and approachable staff team work well together and have established strong relationships with parents.

2. Improvements

This is the first inspection since registering at the new premises. Improvements were made during the inspection. We found that staff files were incomplete but contracts of employment, updated health declarations and letters confirming the suitability of long standing staff were all in place by the second visit.

3. Requirements and recommendations

There were no areas of non compliance identified at this inspection. We agreed some recommendations to enhance the practice and outcomes for children further. These include: key person approach, attendance register and cleaning methods. These are outlined in more detail at the end of the report.

1. Well-being

Summary

The playgroups aims to meet children's needs and encourage their communication skills are skilfully encouraged, giving them a strong voice. Children's confidence is fostered through familiar routines and consistent, supportive care. They are curious, active learners who positively engage and influence activities they participate in. Children have lots of fun in their play and make good progress in their learning and development.

Our findings

1.1 To what extent do children have a voice?

Children's voice is cleverly encouraged and their needs well met. We saw staff respond and interpret the gestures and sounds of quieter children and those with additional learning needs effectively, to ensure their voice is heard. Picture clue cards, visual aids and hand signing are used well to cleverly support children's inclusion. In addition, staff learning key words in children's various home languages, skilfully enhances their communication. We heard Welsh introduced regularly throughout the session and at circle time we watched more able children counting, singing familiar songs and repeating words in Welsh. Strong focus is given to encouraging children to make choices and decisions about their play and learning. We watched children move freely between the inside and outside play areas and decide if they wanted to join in Busy Feet time, circle time or individual activities with their key person.

Children have a strong voice.

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

Children settle quickly and respond well to familiar routines. Most children cope well when saying goodbye to their parents. This is because home visits from their key person, sharing a photograph book about the playgroup and weekly visits prior to them starting help familiarise them. We watched most children happily run in and go straight off to play following warm, enthusiastic greetings from staff. Lots of cuddles and reassurance for a few children, who were upset, helped them relax and feel safe and within minutes happily go off to play. Personalising the hello and goodbye songs and children having individual coat pegs helps them to feel special and a strong sense of belonging. Children are familiar with daily routines and engage and interact positively. They seek out favourite staff to play with or sit next to at circle times, demonstrating their strong bonds. Children's rights are respected and their needs well met because staff know their key children fully and provide one-to-one support when needed. We observed children who find it difficult to join in group activities given the necessary time and space to join the group.

Children are happy and well supported and their needs valued and well met.

1.3 How well do children interact?

Children are resilient and interact well. They are beginning to understand their feelings and are sensitive and caring towards their friends. We observed a child show real care and affection when another child became upset on arrival, exclaiming '*Oh no he's crying*', running straight over to console them. Children sustain interest in their play and show pride in their achievements. We watched a child eagerly show staff their completed puzzle and another child positively engage in one-to-one activities with their key person. They beamed with pride at the enthusiastic praise and high fives to recognise their many achievements and proudly showed their stickers to other staff.

Children show genuine care for their friends and show pride in what they do.

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

The children have lots of fun in their play and learning because they influence the activities they participate in. The focus of child initiated, uninterrupted play throughout the session allowed children to explore and engage in play based activities that interested and excited them. We saw a child select various puzzles they wanted from the drawer and sustained their interest well. On completion they cheered with joy delighted with their success. Several children merrily joined friends and staff dancing to some music and avidly participated in daily 'Busy Feet' time, jumping, clapping and having great fun. We also saw many of the children fetch their own chair, eager to start circle time. They engaged well and avidly joined in familiar songs and were at times hardly able to contain themselves when asked to sing quietly, fast or loudly.

Children are curious, active learners who readily participate and have fun.

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

Children are motivated in their play and learning. Curious of the natural environment the children eagerly explore the mud kitchen. Totally engrossed in what they were doing we watched them digging and inspecting the mud with magnifying glasses. They then eagerly showed their friends and staff the various bug pots with insects they had found. We saw photographs of children joining in various Forest School activities and making foot prints in the snow revelling in the outdoor play experiences. Children make good progress in their learning and development through tailored one-to-one support, interaction and questioning and modelling of language and play throughout the session. We heard the children repeat words, such as centipede, name animals and use their first-hand experiences in their play. We observed a child cooking dinner, making tea and washing up in the home corner and start responding to staff when they introduced 'Senita', the persona doll. At circle time we saw the children practise their counting, name days of the week and talk about the weather in both English and Welsh. Children are becoming more independent in their personal care and more able children understood they needed to wear a sunhat because "*it's sunny*".

Children make good progress in all areas of their development.

2. Care and Development

Summary

Children stay healthy and safe because staff have secure knowledge of policies and procedures and overall, implement them robustly. Staff are enthusiastic and positive in managing children's interactions and actively promote their confidence and self-esteem. Staff continually assess children's learning to help tailor activities and their support and nurture their development and individual needs successfully.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, children's health and safety are promoted well. Staff routinely review health and safety procedures. They undertake manual handling and risk assessment training as standard practice and oral health and nutrition to extend their skills and knowledge. The designated fire officers also complete fire marshal training. Staff have specific roles and responsibilities regarding health and safety and discussions and observations of practice highlighted these are implemented well. Staff described clearly the safe arrival and collection procedures, the fire drill and the comprehensive hygiene practices. Most staff are fully aware of the hazards in the environment and they all supervise the children's play effectively so that they can learn and take safe risks. The fire log confirmed that the emergency escape plan is practised routinely with children and occasionally their parents. Healthy, nutritious snacks, including 'Fruity Mondays', daily brushing of teeth and outdoor physical play all year round, help reinforce strong healthy lifestyle messages. Good hand washing routines and practices are actively encouraged and robust nappy changing practices followed. In addition, staff on snack duty are not permitted to undertake toileting of any kind to eliminate any health risks. Staff have good knowledge and understanding of safeguarding issues and are clear of action to take should a child become sick, have an accident or require medication.

Staff implement good health and safety procedures to promote children's needs.

2.2 How well do practitioners manage interactions?

Staff manage children's interactions positively. They provide consistent, gentle reminders to help reinforce acceptable behaviour. We heard "*Kind hands, kind hands, we take turns*" at the playdough table and "(child) *we use kind hands don't we?*" during music time. We heard staff then thank the various children and praise them for listening, sharing and taking turns. Clear explanations are given most of the time to help reinforce acceptable behaviour and expectations. Staff actively promote children's confidence and self-esteem. We observed enthusiastic, dynamic praise given by many staff throughout the two visits and photographs show children receiving certificates at the 'Brilliant Butterflies Award' ceremony. Staff told us that these are awarded to one or two children in recognition of them doing something special, kind or learning something new.

Staff are consistent and fair and celebrate children's achievements and good behaviour positively and with great enthusiasm.

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

Staff support and promote children's learning and development effectively. Recent improvements to the transition procedures have meant staff gain better information about children's developmental needs. They complete their key children's 'All about me' profiles with parents and undertake a welcome assessment to evaluate their starting points. We completed a review of four children's learning journals and assessments. We found staff continue to track and monitor children's learning and identify their next steps throughout the term and complete an informative progress report to share with parents. As a result, staff have good awareness of their key children's learning needs and tailor their support, interaction and questioning effectively. Whilst there is a structure within each session with a good balance of free play and opportunities for group time, the PiC explained they are trialling new ways of activity planning. The sessions are focussed on children learning by initiating play and following their own interests and we saw staff facilitate and support this well through their positive interactions. Consequently, children have fun in their learning and make good progress. We saw staff provide quality one-to-one care for children with additional learning needs to ensure they are included and have the same play and learning experiences. Parents we spoke to praised the staff for their unwavering support, daily updates and play ideas and expressed their delight at the progress their children are making. Children's cultural backgrounds are respected and celebrated, such as St. David's Day, Diwali and Ramadan, helping to develop curiosity about their own and other beliefs.

Staff tailor their interaction and support effectively to successfully nurture children's learning and development.

3. Environment

Summary

The leadership and management and staff team provide a rich learning environment that stimulates and enriches children's play and learning experiences. Staff are fully aware of their responsibilities to maintain safe and secure play spaces and implement them robustly. High quality resources and equipment enhance children's development with growing emphasis placed on providing more natural, sustainable materials.

Our findings

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

Robust measures are in place to ensure the premises are secure. A buzzer system on the external door to the building is monitored by the receptionist and any visitors and parents have to wait to be given entry to the playroom by staff. An alarm on the playroom door alerts staff when the door is opened during the session and we saw staff supervise the arrival and collection of children robustly. Staff undertake written daily safety checks of the outdoor play area and ensure that their key areas in the playroom are set up and safe for children to access. Useful risk assessments of the play areas, activities and equipment are routinely reviewed and our discussions with staff highlighted these are communicated generally well. Cleaners are employed outside of session times to keep the areas and facilities clean. However, cleaning of the snack table is inconsistent to reflect thorough infection control measures.

Management ensure safety policies and procedures are thoroughly implemented and most cleaning practices reflect good hygiene.

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

The environment both inside and outside are inviting and centred around promoting children's play and learning experiences. Staff take responsibility for particular play areas, ensuring they are well resourced, welcoming and accessible. We also learnt that the layout, design and decoration of each area is changing to create a more natural, calm environment for children to play and learn. Some display boards have been changed to more neutral colours. This has helped the children's photographs and examples of their work to shine and information on the parent's notice board stand out. Staff confirmed that the children enjoyed looking at the photographs of themselves and their work but all the display boards are up high making it difficult for them to see. Outdoor play features strongly giving children good opportunities to explore, investigate and develop their physical skills. Staff have made creative use of the enclosed fire escape. We saw hanging pots and pans, ribbons for weaving, children's garden inspired laminated art work and percussion instruments for children to interact with. Renovations are underway to the grassed area and mud kitchen and a block play area is being introduced with wood, crates and natural objects. Children benefit from monthly trips to the local forest school provision to learn about the environment, nature and the world around them.

The management and staff team provide a rich, welcoming environment for children.

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

Children have access to a wide range of quality toys, resources and equipment. Staff are innovative in their use of resources and make good use of the Additional Learning Needs library to access specific equipment to help meet children's needs. For example, we observed a pulsating pillow to help satisfy a child's need for vibrations and 'chewies' for those still developing their chewing reflexes. Low-level storage units and dynamic play spaces readily encourage children's independence and learning experiences. We watched children confidently access bricks, construction materials, maths resources and various writing implements and craft materials to support their interests. Staff also told us that they rotate the resources available based on children's stage of development and identified needs to skilfully tailor their learning and play. We saw some labelling of toys and equipment in both English and Welsh and children readily interact with the numerous posters of people from around the world.

Strong emphasis is placed on providing high quality toys and resources that enrich children's development and individual needs.

4. Leadership and Management

Summary

The dedicated PiC's and motivated staff team work hard to provide a high quality service for local families. Strong systems are in place to monitor the service provided but some further improvements could be made. The PiC, staff and parents contribute to the annual review and feel their views are valued to help influence change and sustain good quality care. Close relationships with parents and links with other agencies are well established.

Our findings

4.1 How effective is leadership?

There is strong drive and commitment from the RI and both PiC's to provide a high quality service for children and their families. They invest time and energy to ensure the playgroups aims are implemented effectively by the dedicated and motivated staff team. The strong ethos on inclusion and promoting family and the community has resulted in attendance improving term after term. Although both the PiC's work part-time, by working together on a Wednesday they have good opportunities to handover, discuss practice and resolve any issues promptly. Consequently, the playgroup is well organised and we saw that staff are well supported. There are effective policies and procedures in place and our discussions with staff and observations of practice, highlighted that these are well understood. We examined a number of records and documents, including five children's files and overall, found them to be detailed and well maintained. Staff sign in and out and systematically record the children's attendance. All visitors are requested to sign in on arrival, however their times of departure are rarely recorded. A review of three staff files found they were incomplete. However, by the second visit contracts of employment, health declaration and letters confirming their suitability were present in each staff file.

The leaders, management and staff are motivated and driven to provide a quality service but consistency issues with completing some records need addressing.

4.2 How effective is self evaluation and planning for improvement?

The RI and PiC are proactive and prioritise matters for improvement appropriately. The Infant and Toddler Environmental Rating Scale (ITERS) system is used well to evaluate and target improvements in key areas along with the annual Quality of Care Review. For example, the team assessed how children used the different areas within the playroom and garden. Consequently, a block play area is being introduced outside and play areas have changed to help limit interruptions to children's play when doors to the garden are opened. Also in response to the ITERS assessment they have started trialling new ways of planning. The focus is on evaluating where and what the children play with and how staff support this and extend their play and learning. The PiC confirmed that information gained will be used to enhance future activity planning. Parents have a strong voice in influencing change because questionnaires are used termly to capture their views and when new practices or changes occur. Staff also

confirmed that they share their views and ideas readily and feel these are valued and listened to. In addition, weekly staff meetings and planning and assessment time provide plenty of opportunities for the team to review current practice and highlight any improvements. This helps the team reflect and target any improvements promptly and continue the good standard of care provided.

Systems to monitor and evaluate the quality of the playgroup are strong.

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

Management communicate expectations and motivate staff effectively. The recruitment and induction of new staff is thorough. Staff explained for the interview they had to plan and deliver an activity to a group of children while being assessed. Staff files also highlighted that the induction process is thorough. As a result, staff were competent and knowledgeable. Staff told us morale is high because they feel well supported and have good access to training to extend their skills. They know their key children really well because they attend meetings and specialist training with other professionals involved with their care. However, the key person system could be strengthened, with particular emphasis around managing children's personal care to further enhance the strong emotional attachments.

Management nurture staff's skills effectively to create a successful, dedicated team.

4.4 How effective are partnerships?

The PiC and staff team work effectively with parents and links with local nurseries, health professionals, safeguarding and other agencies are well established. Parents receive a useful handbook about the playgroup at the welcome meeting and have access to policies and procedures. We saw that records, including the Statement of Purpose, annual review and last inspection report are provided in both English and Welsh and are displayed on the parent notice board for them to access at any time. The PiC also makes good use of Language Line to translate documents and other information for parents and families to help support their inclusion. Termly parent consultations ensure parents are kept well informed and up to date about their children's ongoing progress and development. Parents we spoke to praise the excellent communication and individual support and guidance given by staff. They feel valued and included and enjoy the regular opportunities to participate in playgroup and their children's activities. Staff work closely with Physiotherapists, speech and language and Portage to learn specific skills to support their key children's needs. The playgroup is also assigned a Health Visitor and they have started to meet to share information and identify those families that need targeted support.

Partnerships with parents and other partners and agencies are good.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were identified:

- Strengthen the key person system, particularly around children's personal care, to enable them to sustain strong emotional attachments with a special person;
- improve systems for cleaning tables to minimise any risk to children's health and safety; and
- review current measures for recording visitors to the playgroup to ensure their times of departure are consistently recorded.

6. How we undertook this inspection

This was an unannounced, scheduled inspection undertaken by one inspector over two visits totalling approximately 9 hours. Evidence for this report was gathered using the following methodology:

- We reviewed information held by CIW, including the SASS, annual Quality of Care Review report and Statement of Purpose;
- we observed the children's play inside and outside and their interactions with staff and their friends;
- we spoke to children, staff, four parents and the RI;
- we examined policies and procedures and operational records and documents, including staff and children's files; attendance registers and children's learning journals and assessments;
- we carried out a visual inspection of play areas and resources, and
- we reviewed feedback from parent questionnaires.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Person in charge	Kelly Mitchell Deborah Lander
Registered maximum number of places	24
Age range of children	2 – 3 years
Opening hours	09.15 – 11.45 and 12.30 – 15.00 each week day during school term times.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	None
Dates of this inspection visit(s)	21 and 22 May 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?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate providing a full service in Welsh as the provider operates in an area where Welsh is not the dominant language. We recommend that the service provider considers the Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	