



# Childcare Inspection Report on

**Little Angels Flying Start Herbert Thompson**

**Herbert Thompson Primary School  
Plymouth Wood Road  
Cardiff  
CF5 4XD**



**Date Inspection Completed**

27/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Little Angels Flying Start Herbert Thompson is registered to provide care for up to 28 two to three year olds. Children must be eligible for Flying start places and they can attend either morning or afternoon sessions. The service operates from a purpose built unit within the grounds of Herbert Thompson primary school. There is easy access to an outdoor play area. The service is delivered in English with the use of incidental Welsh.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Excellent
<a href="#"><u>Care and Development</u></a>	Good
<a href="#"><u>Environment</u></a>	Excellent
<a href="#"><u>Leadership and Management</u></a>	Good

### 1. Overall assessment

Children have excellent opportunities to make choices and decisions at the service. They have a strong sense of belonging and arrive at the service with confidence and enthusiasm. Practitioners have a good understanding of most policies and procedures for the service. They are aware of children's individual needs and use the agreed procedures to track children's progress effectively. The environment provides many opportunities for rich play experiences and is designed to promote children's independence. Leadership of the service is strong and practitioners work well together to provide a good service.

### 2. Improvements

This is the first inspection of this service.

### 3. Requirements and recommendations

We made some recommendations to improve outcomes for children. These relate to some operational matters and improving practitioner's knowledge around safeguarding procedures. More information is contained within the report and summarised in section five.

## 1. Well-being

Excellent

### Summary

Children have excellent opportunities to learn, play and explore. They are confident to problem solve and be independent. The innovative activities and resources stimulate their curiosity and captures their attention very well. Children have developed strong relationships with both adults and other children.

### Our findings

Children's opinions and interests are highly valued, acted upon and continually reviewed. Written examples of the children's voice and opinions, are documented. Their voice and engagement is duly noted by practitioners to help inform future planning. Children are listened to carefully and they receive appropriate responses. During circle time each child who contributed was given full attention and their input was valued. Nearly all children freely chose activities and areas to explore with confidence. A few children needed a little support from practitioners. They were presented with a variety of choices to help them decide what to do. Children responded very well to this appropriate intervention.

Children feel secure, happy and relaxed at the service. They have formed positive emotional attachments with adults and other children. As children arrived, many expressed their feelings as they embraced staff members. They often approached practitioners for a cuddle or snuggled onto their lap during activities. Nearly all children arrived at the service eagerly and knew where to place their personal items. They clearly have a strong sense of belonging and are very familiar with routines. They are positively occupied throughout the session and have satisfaction in their achievements. Children expressed their enjoyment enthusiastically.

Children co-operate very well with one and other. They are learning to deal with their emotions and concepts such as sharing. For example, they took turns with play dough cutters, with minimal guidance from practitioners. Other children worked together to build a tower and rebuild it when it got knocked down, showing empathy to the sadness expressed by some children as it fell. Children actively listen and follow instructions. They took part in a charity event with the main school. As they walked to the school yard, they held hands and walked in pairs, showing they understood the rules agreed for the service.

Children have considerable freedom to safely explore their indoor and outdoor environment. They move freely between the spaces following their interests. They enjoy investigating areas, tools and resources and thrive on these experiences. For example, one child used excellent imagination skills when using a drill to 'fix the fence' in a construction area. Another small group of children scooped up water using spoons to pour into fresh herbs, they discussed being 'slow and careful' to avoid it spilling. There were plenty of physical

signs children were thoroughly enjoying themselves with beaming smiles and the clapping of hands.

Children continuously engage in many challenging and innovative opportunities, helping them develop. They thoroughly enjoyed observing the tadpoles and their growth. Some children checked on them several times during the session. They had recently began helping to care for baby ducks and chicks and they enjoyed watching them have a swim. Children are often able to accomplish things for themselves because they have many opportunities to be independent. Most children poured their own drinks, served themselves snack, used the bathroom and tidied away with confidence. Some children were developing these abilities but they showed perseverance and determination in their efforts.

## **2. Care and Development**

**Good**

### **Summary**

Practitioners have adopted good programmes to promote children's health and their practice is consistent. They promote positive behaviour, remaining consistent and using good intervention strategies. Children are developing very well and their progress is monitored to a good standard, in line with Flying Start requirements.

### **Our findings**

Practitioners are well sighted on the policies and procedures in place to promote children's health, safety and well-being. They manage accidents and incidents well, retaining appropriate information and sharing this with parents. Records relating to daily health and safety checks are prominent. Safeguarding training is highly regarded and routinely completed by all staff. Some practitioners would benefit from reviewing the child protection procedures agreed for the service, to ensure they are confident in everyone's roles and responsibilities. Health initiatives such as, the Design to Smile tooth brushing scheme and Gold Standard Healthy snack award are firmly embedded into practice. Children enjoyed a snack of cheese, apple and wholemeal pitta and drank plenty of water throughout the sessions. Personal hygiene is carefully considered. Tissues and appropriately located mirror and bin encouraged children to wipe their own nose. Protective clothing was used in food preparation and for nappy changing.

Practitioners are consistently responsive, they listen and respect children's views. They promote positive interactions with others and demonstrate warmth and kindness. Unwanted behaviour was not ignored, but managed sensitively, using a diversionary approach and praising good interactions. Children received plenty of reassurance from practitioners and any requests made of them were clear and age appropriate. Success, kindness and politeness was celebrated routinely.

Practitioners have a good knowledge of child development and the individual needs of the children they are caring for. They are committed to providing a broad range of play and learning activities. They spoke with confidence when explaining the strategies and procedures they use for activity planning and monitoring children's progress and development. Additional procedures are put into place for children who need extra support and nurturing. We examined a sample of the planning, developmental records and children's personal records and found that nearly all were up to date. The 'goals to action sheets' did not always record the outcome to demonstrate they are evaluated. However, the system itself is a very powerful and useful tool to track progress in specific individualised areas. The practitioners have successfully embedded a daily evaluation into their practice, to review the quality of the play and learning experiences.

### **3. Environment**

**Excellent**

#### **Summary**

The environment provides children with excellent learning opportunities. Careful consideration to the layout encourages children to explore and be self-sufficient. Cleaning procedures are methodical. All building related checks are in place. Furniture and resources are excellent. The whole environment is inviting and interesting for children.

#### **Our findings**

There are effective measures in place to ensure that all staff understands their responsibilities in relation to the safety and welfare of children. We saw a wealth of different procedures in place to monitor health and safety matters and records relating to these were routinely updated. There is a good balance between managing risk and allowing children to explore risky play. Supervision of children was carefully considered to allow freedom but manage potential safety risks. Fire safety and evacuation procedures and cleaning routines and rotas were duly followed. Risk assessments for the service were in the process of being updated. From those we examined we saw they were very thorough and informative. As a result of these well established routines children are cared for in a safe, clean environment.

Leaders effectively organise the environment so that it provides a comprehensive range of exciting play opportunities suitable for children. Children were continuously involved in role play, construction, creative play and much more. Areas for reading and relaxation were attractive and well used. Furniture and resources are of a high standard. Areas are zoned to offer children, choice, variety and challenge. The whole environment is child centred, warm and welcoming. Children's independence is promoted because of the thoughtful layout. Outdoors children have ample opportunities to explore the garden and nature related areas. There is also a good space to allow children to be physically active. Most children spent large parts of the session enjoying the outside area. The children's bathroom was equipped with a hand dryer, soap, small toilets, paper towels and nappy changing facilities. Some children accessed these areas freely with minimum support required. The layout and suitability greatly encouraged children's independence.

Resources are of suitable design and are in very good condition. There are plenty of excellent resources to stimulate the children's interest and imagination. Children enjoyed using real household items such as a telephone, toaster and laptop in the home corner. (All items had leads and wires safely removed) One child held an imaginary conversation with a friend on the telephone as she baked. She mixed, cooked and washed the dishes in a role play area using real kitchen equipment. These resources gave children the opportunities to relate to home environments and explore freely. Children could easily access excellent quality, age-appropriate furniture, toys and equipment both indoors and outdoors.



## **4. Leadership and Management**

**Good**

### **Summary**

Leadership of the service is strong. Information and written records are maintained to a high standard. The annual quality of care review is overdue but systems are in place to complete this requirement and monitor the service. Partnerships with parents, professionals and the community are valued and developing further.

### **Our findings**

Leaders have established good policies and procedures for the service. Review arrangements and support for practitioners, ensure these policies are implemented and the vision for the service is communicated well. Information within the statement of purpose is clear and regularly reviewed. CIW are notified regularly of any changes effecting the service, in line with the regulatory requirements. The operational plan is reflective of the service and provides a good overview. Children's contracts contain all relevant information and are stored securely. Records relating to the service are organised well, easy to follow and up to date. A nominated person in charge regularly liaises with the responsible individual, keeping them well informed.

Self-evaluation and planning for improvement is developing. They have begun to seek the suggestions of children, their parents/carers, staff and other interested partners and will soon finalise the annual Quality of Care review. They listen and respond to feedback from Flying Start advisors through monitoring visits and their assessment procedures. The service is also working towards other quality assurance awards.

Leaders follow timely and robust recruitment processes to safeguard children. They have good systems in place to undertake pre-employment suitability checks. Documentation is well presented and stored confidentially. A thorough induction procedure is effective in supporting new staff in the service. Opportunities to develop staff and for them to attend additional training is highly valued. Training days are set aside annually to aid their continuous professional development. Practitioners spoke very highly of the support they receive, particularly from the person in charge who is highly respected.

Leaders and practitioners have established effective relationships with other professionals who support the service. They have forged strong links with the school and in particular the nursery. During the inspection they took part in a whole school charity event which also involved parents. Many parents spoke highly of the service and in particular of the staff. A few suggested the sharing of day to day information, on what children do each day could be improved. The service has developed close links with the community. We saw photographic evidence of the local outings and visits they had undertaken. This provides children with a sense of belonging in their community.

## **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 discussed:

- Ensure all staff have a good understanding of the child protection procedures agreed for the service, including roles and responsibilities;
- include outcomes on 'goals to action sheets' demonstrating these are evaluated and progress is tracked;
- finalise the annual Quality of Care review and
- consider ways in which parents can be more informed of what children do each day.

## **6. How we undertook this inspection**

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

We:

- spent approximately six and half hours at the service;
- observed practitioners and their interactions with children, using the SOFI 2 (short observational framework for inspectors) tool;
- reviewed all information held by CIW;
- spoke to some parents;
- examined a range of documentation including, policies, procedures, daily records, children's files and other relevant records maintained as part of the service;
- undertook a visual inspection of the areas used for care and
- provided formal feedback to the RI for the service, by telephone on 28 June 2019

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Delyth Cowmeadow
Person in charge	Rebecca Fullalove Delyth Cowmeadow
Registered maximum number of places	28
Age range of children	2 – 3 years
Opening hours	Monday – Friday, for 39 weeks of year, term time. Morning's 9:00 - 11:30 and afternoons 12:30 - 3:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection of this service
Dates of this inspection visit	27 June 2019
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, identify or meet the Welsh language needs of people /children who use, or intend to use their service. 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. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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