



Childcare Inspection Report on

Little Angels Flying Start - Happy Days

**Adamsdown Primary School
System Street
Cardiff
CF24 0JF**



Date Inspection Completed

02/07/2019

Welsh Government © Crown copyright 2019.

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.

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

Little Angels Flying Start – Happy Day operates from a purpose built unit in the grounds of Adamsdown Primary School. Little Angles Flying Start Nurseries Ltd. has been registered since March 2018 to provide the service and Delyth Cowmeadow is responsible individual (RI) on behalf of the limited company. The person in charge (PiC) of the day to day running of the service is Becky Cutler. The service offers care for up to 28 children aged two and three years, and admissions are determined on the basis of Flying Start entitlement. Two sessions are offered each day from 9.00 to 11.30 and from 12.45 to 3.15. This is an English language service which makes excellent use of incidental Welsh.

Summary

Theme	Rating
<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

1. Overall assessment

Children are very happy and have a strong sense of ownership at the setting. They have forged close relationships with practitioners and made firm friends with other children. Play and learning experiences are very positive and practitioners plan activities carefully, meeting a variety of needs and abilities. The environment is welcoming, well-resourced and kept secure. Leadership is strong. Managers have established excellent systems to monitor and evaluate the quality of the service. Team work and an ethos of improving standards is promoted. Parents value the service and speak very highly of the care their children receive and the support available to them as a family.

2. Improvements

This is the service's first inspection since registration.

3. Requirements and recommendations

There were no matters of regulatory non compliance identified at this inspection. We made two recommendations which are summarised in section five.

1. Well-being

Excellent

Summary

Children are very happy and well settled in the service. Most have developed secure and warm relationships with the practitioners that look after them, and positive relationships with their peers. They are busy and actively engaged in a wide range of activities and play, which promote excellent learning opportunities. Children have lots of fun in their play and often demonstrate affection for those who care for them. Children are supported to develop independence and self-help skills.

Our findings

Children have very good opportunities to freely choose their activities. Their requests are recorded and activities are adapted to suit their preferences. Children move freely around activities which are easily accessed, and daily planning is guided by children's wishes. Most children chat happily with practitioners during their play, expressing their ideas and sharing news. They are confident to ask for assistance knowing that their needs will be met. For example, we saw a child asking for help when making a 'mud cake' and a practitioner was on hand to assist. Children's personal preferences are captured at the point of registration, which helps them settle.

Children are secure and experience positive emotional attachments to their key workers. Children show spontaneous affection to practitioners and it was clear that strong emotional bonds had developed. Most children separated from their parents happily and arrived smiling. Children who found the transition to the service more difficult were comforted quickly by their key workers and soon settled. For example we saw a practitioner reassure a tearful child with cuddles and a comfort toy. Children were unperturbed by our presence and frequently invited us to join in with their play. This showed that they felt safe and secure at the service.

Children are beginning to understand how to manage their behaviour. Most children understand the need to take turns and to share with other children. Children are learning to cooperate within a small group and enjoy collaborating in activities. For example, we saw a group of children working well together in the outdoor 'construction area', pretending to repair the Wendy house. Children are mostly in the early stages of understanding their own and other's feelings and are learning how to express them appropriately. Children sit together at snack time and enjoy a sociable time chatting with their friends and practitioners.

Children have excellent opportunities to develop and extend their interests. Most children are interested and engaged in their play because they find the activities stimulating and inviting. They are active and curious learners who enjoy exploring the environment and they maintain interest to complete tasks. Children gain a huge sense of satisfaction from their play. For example, we saw children completely immersed in their role play in the home corner. Resources and activities set out stimulate children's imaginations, providing them with a rich sense of enjoyment.

Children have excellent opportunities to develop their independence skills. During snack time, children buttered their own toast and poured their own drinks. Children were helpful to others, passing plates and cups to each other. Children are encouraged to use the toilet, wash their hands and blow their own noses independently.

2. Care and Development

Excellent

Summary

Practitioners have an excellent understanding of the policies and procedures in place and they follow these to promote best practice. Children's health and well-being is given high priority. Practitioners maintain a good balance of being firm but fair. They have fun with the children. They are patient, kind and caring but they also provide clear boundaries for children and their practice is consistent.

Our findings

Practitioners promote healthy practices and ensure all children are safe. There is a safeguarding policy in place and practitioners are confident to identify any signs of concern. The person in charge logs all concerns and robust records are kept of all incidents. There is a system in place to record any existing injuries to children. All accident records are well maintained and signed by parents. Good attention is given to the promotion of healthy lifestyles. Children are offered a wide variety of healthy snacks and brush their teeth after eating as part of the Designed to Smile dental hygiene initiative. Physical activity is promoted daily through a number of initiatives, including Rubicon Dance, Busy feet, Monkey Music, with Yoga soon to be introduced. All practitioners are trained in paediatric first aid.

Practitioners treat children respectfully and value them as individuals. They manage children's behaviour consistently and provide realistic boundaries for children. We heard one practitioner gently reminding a child to share, distracting them from potential conflict by providing them with another toy. We saw practitioners kneeling down to the children's level, using calm tones to guide them. Practitioners use a traffic light system very effectively to support children to manage their own behaviour, for example a practitioner showed a child the 'yellow' circle to reinforce 'waiting' whilst the child was waiting for their turn to play with a toy. Children receive positive feedback for their efforts and their successes and they value this recognition. For example, a practitioner praised a child for helping to tidy up which encouraged other children to help too. Practitioners use positive behaviour management techniques to reinforce appropriate behaviour and we saw many children being rewarded with high fives and verbal praise.

Practitioners provide nurturing and responsive care which meets the individual needs of children. Each child is frequently observed by their key worker, who tracks their development and identifies the next steps in their learning. We saw examples of the

children's development files and found these to be very thorough. Activity planning is displayed on the wall for practitioners to add new ideas/activities based on children's interests. The Welsh language is introduced to children in both written and spoken formats. Basic phrases and vocabulary are consistently used by practitioners and we heard children singing and counting in Welsh. Children with additional learning needs are included in all areas of play and learning, and one to one support is provided if needed.

3. Environment

Excellent

Summary

The service is resourced and furnished to a high standard, providing children with very good play experiences. Established routines are effective in managing potential health and safety risks. Cleaning schedules are followed and practitioners understand the importance of good hygiene.

Our findings

Risks within the environment are monitored, identified and where possible eliminated. Practitioners undertake daily safety checks and there are written risk assessments in place for indoors, outdoors and resources/activities, which are kept under review and updated as necessary. The infection control audit tool has been completed to support infection control systems in the service. The premises are thoroughly cleaned between the morning and afternoon session. Access to the service is very secure. The entrance is kept locked and monitored with a camera. Visitors' records are in place and completed as a matter of routine. Gas, electrical and fire equipment safety checks were all up to date. A log of practice fire drills demonstrated these are practised frequently, and evaluated. There is current public liability insurance in place.

The premises provide children with a rich environment for play and learning. The layout and design of the environment promotes children's independence and all aspects are considered from a child's perspective. The toilet and nappy changing facilities are well maintained and appropriate for the needs of the children, ensuring that privacy is taken into consideration. Activities are set out and continually available to children throughout the session. Resources are stored in clear labelled containers allowing children to access them independently and they choose their play things without difficulty. There are a wide range of real life items in the home corner, including a lamp, clock, food, coffee table, sofa and cushions. A 'cosy corner' furnished with fluffy rugs, big cushions and books provide children with a space to relax. The outdoor area is very well resourced and reflects the seven areas of learning in the Foundation Phase. Large framed photographs of the children at play displayed around the service enhance the children's sense of belonging.

Access to quality play resources is excellent. All furniture, equipment, toys and materials are appropriate for children and meet their developmental needs. However, resources to promote diversity and a multi-cultural society were limited. Child sized chairs and tables ensure that children are comfortable and at ease when playing and eating. High quality, attractive resources are of suitable design and condition and are well maintained,

conforming to safety standards. Children move easily between the indoor and outside activities. The outdoor area is of an excellent size for the number of children cared for. We saw children thoroughly enjoying their play, engaging in water play, building in the 'construction area' and making mud pies, garnishing them with freshly picked lavender and leaves.

4. Leadership and Management

Excellent

Summary

The service runs to a high standard. Leaders have established robust systems which help to monitor the quality of the care provided and they strive to continually improve standards. Management of practitioners is strong and the team work closely together to deliver the best outcomes for children. Partnerships with parents and the community are well established.

Our findings

Leaders have a clear vision for the service and communicate their expectations with practitioners well. They set high standards and challenge everyone to do their best. Practitioners have opportunities to complete additional training and they value these opportunities. The person in charge has a very good understanding of her role and responsibilities, particularly in relation to meeting the National Minimum Standards for Regulated Child Care (2016) and The Child Minding and Day Care (Wales) Regulations (2010). Practitioners work well together as a team and speak highly of their colleagues. These strong relationships help practitioners to work in collaboration, sustain improvements and secure good outcomes for children. The statement of purpose contains relevant information to help parents make an informed decision about their choice of childcare, however it did not contain up to date contact details for CIW.

There are effective systems in place to support self evaluation and improvement. The quality of care report reflects the views of children, parents and practitioners. The service is also regularly monitored as part of the Flying Start scheme. Monthly staff meetings provide further opportunities for practitioners to evaluate their practice, share ideas, and discuss children's development. There is a complaints policy in place, however it did not contain up to date contact details for CIW. No formal complaints had been received by the service.

Practitioners are deployed effectively and are clear about their responsibilities. The person in charge ensures that duties are identified and allocated to practitioners, sharing tasks for all roles. This ensures the smooth running of the sessions. Practitioners receive good support from the management team and the person in charge and practitioners have regular one to one supervisions and annual appraisals. These meetings provide an opportunity for practitioners to reflect on their roles, identify any developmental needs and receive feedback on their performance. The recruitment procedure for practitioners is robust and new practitioners receive a comprehensive induction. We looked at three practitioner files and found all information to determine staff suitability in place.

The service works well with parents to establish trust and clear communication. Effective systems are in place to identify the needs and preferences of children. Parents provide key workers with all information on enrolment. This ensures that the settling in period is well managed. Regular 'stay and play' sessions where parents are invited in to play with their child help to build on relationships with parents. One parent commented, 'I really like it when I can go into nursery and play with my son'. Another parent told us 'Coming here is the best thing that has happened for my little girl', remarking how much progress her daughter has made since attending. The service encourages an open door policy where parents are welcome at any time to discuss their child's development and any issues with their child's key worker. There are strong relationships in place with the Flying Start team, as well as local health and education partners.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Resources should more effectively promote diversity and represent a multicultural society; and
- update CIW's contact details in the Statement of Purpose and the complaints policy.

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 hours at the service;
- observed the practitioners and children's interactions;
- spoke to the person in charge, 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, three children's files, three staff files and other relevant records maintained as part of the service; and
- undertook a visual inspection of the areas used and provided formal feedback on the same day as the inspection.

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

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	Louise Gabb Becky Cutler
Registered maximum number of places	28
Age range of children	2 – 3 years
Opening hours	9.00am – 11.30am and 12.45pm – 3.15pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration
Date of this inspection visit	2 July 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. <i>This is 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> 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> '.
Additional Information:	



Date Published 19/08/2019