



Childcare Inspection Report on

Little Angels Flying Start - Fun Start

**St Mary The Virgin C/w Primary School
Canal Parade
Butetown
Cardiff
CF10 5HJ**



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Description of the service

Little Angels Flying Start Nurseries Ltd is registered to provide care for up to 24 children at St Mary the Virgin Church in Wales Primary School. The setting was previously known as Fun Start, but a new provider took over the service in April 2018 and therefore is subject to a new registration process. It is now known as Little Angels Flying Start – Fun Start. There is a Responsible Individual who acts on behalf of the company and a Person in Charge (PiC) who manages the setting on day to day basis. The playgroup is open from 9.00 to 11.30am and 12.45 to 3.15pm, Monday to Friday, term time only. Care is provided through the English language, with the use of some incidental Welsh.

Summary of our findings

1. Overall assessment

Little Angels – Fun Start provides an excellent service. Staff are well qualified and supported by the PiC and Flying Start to provide children with an excellent level of care. Resources are of an excellent quality, are plentiful and the overall environment is maintained to a very good standard. There are clear management systems in place, which are supported by policies and procedures which are understood and adhered to by staff. The PiC is extremely committed, sets high standards, is very conscientious and seeks continual improvement.

2. Improvements

This was a post registration inspection and therefore no improvements were noted.

3. Requirements and recommendations

There were no areas of non compliance identified at this inspection. Recommendations mainly relate to policies and procedures and these can be found in section 5.2 towards the end of this report.

1. Well-being

Summary

Children are happy and settled and have developed secure relationships with the staff that look after them. Children enjoy their time at the playgroup, are busy and able to play with a range of activities and resources which stimulate their curiosity and development. They are able to contribute their ideas and these are listened to and acted upon.

Our findings

1.1 To what extent do children have a voice?

The children's voice and choice is promoted very well at the playgroup. Children can choose which activities they would like to do and can select toys and equipment from an excellent range of resources. We saw children enjoying free flow play between the indoor and outdoor areas following their interests and participating in activities that captured their imagination. Both inside and outside play areas are very well equipped and the activities set up during free flow were creative, varied and stimulated children to explore and learn. We noted that children participated well and were encouraged to express their views as staff spoke to children, encouraged their language development and observed physical cues children gave. We saw from activity planning and evaluation that children's views were captured on what they wanted to learn. The PiC demonstrated how they had recently adapted a play area by including toy cars due to a request by one of the children.

The playgroup provides a very good range of opportunities for the children to express their views and thoughts and these are listened and responded to.

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

The children are comfortable approaching staff for assistance, they know their needs will be met and are comfortable and familiar with the routines. Most children are settled, happy and relaxed. We saw children arriving at the playgroup and they promptly left their parents to play with activities that captured their interest. Some ran to staff members to give them a big cuddle and a kiss. Parents told us that their children were happy at the playgroup. Children were developing relationships and were comfortable in their surroundings. Children sought out staff to play and interact with, and staff responded to them positively. Strong attachments have been developed with staff and this is supported by having an effective key worker system in place. Children enjoy helping staff at tidy up time and ringing the bell, which is used to inform children that there is a change/transition taking place, such as carpet time or snack time.

Children's needs are met and care is very responsive which supports children to feel secure and valued.

1.3 How well do children interact?

All children are developing their social skills and becoming aware of the world around them. This is supported very well by the staff who use positive behaviour management strategies, encouraging children to be kind to each other and reminding them what is acceptable without using negative language. Many of the children come from homes where English is their second language and understanding of language and cultural differences are an additional barrier that many children have to overcome. We saw that the older children responded well to staff, following instructions and guidance. The younger children and those new to the service found some of the expectations placed upon them difficult to cope with. Children were visibly pleased when staff praised them for sharing and being kind to each other. All of the children engaged with tasks for quite a long time, given their age and stage of development. Staff ring a bell to identify when a change is taking place, such as snack time and children transitioned well from free play to more routine tasks such as hand washing. Throughout the playgroup, staff used appropriate strategies to help children learn how to socialise with their peers and develop positive relationships.

Children are happy and nearly all interact well with their peers and the people who are looking after them.

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

Children really enjoy their play and learning and are able to influence planned themes so that they will fully engage in activities. During the inspection we saw that children were relishing a range of activities, including both inside and outside play. There were some adult led activities such as a story, singing and a good morning/afternoon routines, these sessions were not too long and the children participated very well. Creative tasks and activities had been set up such playing with ice and play doh, which the children participated well with. Many of the children enjoyed playing in the home corner, making staff and their friends some tea and cakes, whilst others really enjoyed ironing clothes for their babies and teddies to wear. Children were able to chose where they wanted to play as staff positioned themselves both inside and out, which enabled them to make a range of choices about their play options, promoting enjoyment and fulfilment.

Children are enthusiastic, curious and fully engaged in their play and learning.

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

There are plenty of opportunities for children to develop increasing independence. Toilets and hand washing facilities are located just off the main playroom and we noted that some of the older children used these facilities with a degree of independence. Toys and resources are situated so that the children can access them easily. At snack time, we saw that children were encouraged to serve themselves from shared plates of food. However, this did not extend to pouring their own drinks. Children were reminded to wash their hands and faces before and following snack/lunch time and again all were developing

independence in these areas. After snack time, children were encouraged to brush their teeth as part of the design to smile teeth cleaning programme. We heard lots of incidental Welsh used throughout the setting. Older children responded well to instructions and conversation, whilst the younger children were still developing these skills. Children are enabled by staff who are positive, encouraging them to learn and do as much for themselves as they can.

All children are encouraged to gain increasing independence and are given the time and support to do learn new skills in line with their age and stage of development.

2. Care and Development

Summary

Staff demonstrated that they value their relationships with the children, their practice is child-led and children's well being is at the centre of their care. Staff understood and implemented key policies and practices to ensure the health and safety of children. They are well qualified and experienced; understand child development, consequently they promote children's learning and meet their individual needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff and managers are very aware of their responsibilities in keeping the children safe and there are a range of robust procedures and policies in place to support their practice. Risk assessments were regularly reviewed and we noted that any new risks were appropriately identified and recorded on the forms. The environment both inside and outside are checked on a daily basis and any issues are recorded and dealt with. Parents sign the children into and out of the setting, so there is an accurate record of who is present at all times. The fire log demonstrated that emergency evacuation procedures are practised, but usually in the morning, meaning that those children who attend in the afternoon may not be aware of the procedure. The Safeguarding Policy includes information on "Prevent." Prevent is a government policy to help prevent children and their families being drawn in terrorism or radicalisation and all registered child care providers, need to be aware of their responsibilities. Managers complete monthly audits of accidents and incidents to help monitor trends or problem areas. Children's health needs are recorded when they start at the playgroup and we saw that there was a list for children with particular food intolerances or dietary needs. In the entrance to the playgroup there is a large selection of health and safety information for parents to access such as healthy eating.

Staff and managers are very conscientious of their responsibilities in providing a safe and nurturing environment.

2.2 How well do practitioners manage interactions?

Staff are consistent with the children in their approach to promote positive behaviour. Staff supported children to be kind, take turns and share in order to help children develop good relationships with their peers. For example two children both wanted to iron their babies' clothes and they were supported to take turns, one ironing with the other child dressing and undressing the babies. Staff frequently praise the children for their good behaviour. All staff have colour coded cards, which they use to support children to understand what needs to happen. Language for some children is a real barrier and the setting benefits from some of the staff being able to speak more than one language. Staff use a lot of physical cues to support the children to understand what is happening next. For example they will take them by the hand and lead them to where they need to go, point to things of interest and use a

bell to indicate when one activity is finishing and another is due to start. Daily routines are the same every day and this also supports children to understand what is happening and what is expected from them. Staff act as excellent role models by demonstrating good manners and polite interactions and treated all of the children with dignity and respect. Staff members met the children at the door of the playgroup and were quick to offer comfort and reassurance to those who were a little reluctant to leave their main care givers.

Staff manage interactions very well and the setting provides a familiar and reassuring environment for children to play and learn.

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

Staff have or are in the process of developing excellent relationships with the children and this provides the basis for them to promote children's learning and meet their individual needs. Our observations showed that staff have a very good understanding of the children's needs and are able to provide appropriate activities for their abilities. We noted that the activities were very engaging and varied and that the resources supported children's learning appropriately. Those children with additional needs are integrated well into the setting and where appropriate have the necessary aids and adaptations to support their care and learning. There are very strong links with the health visiting and inclusion team and where necessary other agencies such as physiotherapy. Good multi agency working supports the children to develop to their full potential. There are detailed development records for children, regular observations are completed, next steps in learning are identified and children's strengths and areas for future development are clearly identified. These were an excellent record of how the children developed and demonstrated very well how the staff understood their needs and promoted their learning. Careful questioning by staff further consolidates children's learning and understanding as well as promoting their skills. We heard lots of counting and numerical language as well as a good level of incidental Welsh and staff responded very well to children's questions and observations. Children thoroughly enjoyed their time with the staff and we saw children inviting staff into their play and staff responding warmly.

Staff promote the children's well being, learning and development to a very high standard and know their individual needs very well.

3. Environment

Summary

We found the playgroup to be clean, tidy and provide a space in which children can play and learn in a safe and engaging manner. Toys, furniture and resources are plentiful throughout. They are of a very good standard and offer children an excellent variety of learning opportunities. The outside play provides children with another lovely, interactive play space. It is safe, inviting and stimulating. Overall the environment is of excellent quality.

Our findings

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

Leaders ensure the environment is safe. Daily risk assessment checklists for the play areas are completed by staff and we noted that any new problems are identified, recorded and dealt with in an efficient manner. Safety certificates for both electricity and gas were in date and the insurance certificates were also up to date. Any issues with maintenance are referred to either Flying Start or the school and dealt with accordingly. The main play room and garden area were seen to be free from trip hazards and were safe places to play and learn. We noted that staff positioned themselves well throughout the setting. This helped to ensure that they could monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needed. We heard lots of communication between staff and they worked well together. All areas of the playgroup were suitably supervised and supported children to play and explore in a safe and engaging manner. Both the indoor and outdoor areas were suitably secure with locked doors and gates. A visitors' book is kept near the entrance and records all visitors to the setting.

Leaders are conscientious and mindful of their responsibilities in providing a safe and secure setting

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

The playgroup has a secure entrance and plenty of space both indoors and outdoors for children to play. All play areas are welcoming, child friendly and provide a rich environment for the children to enjoy. Children have access to a bathroom with small toilets and low level hand wash basins to support independence. Hand soap and paper towels are within easy reach and support children to be independent in this area. There were plenty of visual reminders to children to wash their hands. Coat pegs are placed at eye level for the children and this enables them to store their personal belongings independently, whilst helping themselves to their coats before leaving the setting. The layout of the setting promotes children's independence as toys and resources are within easy reach and we saw children help themselves to things of interest. We noted that staff tidy and clean as they go, to ensure the playgroup is kept safe and to a good standard. The PiC had completed the Infection Audit Tool for Early Years Setting which helps to identify potential problem areas.

The environment is an accessible, safe and warm area in which children can play and learn safely with real enjoyment.

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

Furniture, resources and equipment within the playgroup is of a very good standard. The premises are well decorated and maintained and provide children with a high quality play environment. The playgroup has tables, chairs and role play furniture suitable for children to use. There is an excellent selection of multi-cultural toys and clothes, which represents the community which the setting serves. The outside play area has a very good range of resources, including a mud kitchen, a climbing frame and slides to help promote physical play, an outside play house and lots of individual play stations to provide an excellent variety of activities. Leaders make the best use of all areas and we saw that children really benefitted from the separated play areas/zones and moved between these spaces freely. There are systems which staff follow at the start, end and throughout each day to ensure and maintain the suitability of the premises. The afternoon session replicates the morning session and all children benefit from a very well maintained, organised and stimulating environment.

Resources and equipment are of a very good standard and fit for purpose; whilst routines and rotas ensure the quality of the environment is maintained.

4. Leadership and Management

Summary

The playgroup benefits from having an experienced PiC who has high standards. The PiC is mindful of her responsibilities to ensure that the playgroup meets and often exceeds the necessary legislative requirements. The PiC is extremely committed to her role and undertakes a lot of work in her own time. Staff informed us that that they felt well supported in their roles and enjoyed working at the playgroup.

Our findings

4.1 How effective is leadership?

Overall leadership is effective, there are clear processes in place and staff know who to approach if they have any issues or difficulties. Staff supervision and annual appraisals are in place and these provide support with clear guidance on staff member's strengths and areas for further development. Managers have a vision for the future and are able to discuss, with some confidence, their long term plans and goals. There is a clear Statement of Purpose and a range of policies and procedures to support the overall management of the nursery. Policies and procedures are reviewed to ensure they are up to date and relevant. Information is shared with parents before they enrol their child at the playgroup. We noted that the Loss Child Policy did not include contact for the local safeguarding board; as such an incident would need to be referred to the local safeguarding board for their consideration. Furthermore, we found that there was an emergency Calpol form, which parents had signed, just in case their child needed a dose of Calpol. The current consent form and policy is not in keeping with the requirements of the national minimum standards for the administration of medication and this was discussed with both the RI and PiC. We also noted that there were some management systems that had been introduced that were not consistently followed, such as the recording file for capturing the child's voice; although none of these were regulatory issues. The PiC does not currently have dedicated non contact time in order to undertake her management role and she tends to undertake a lot of work in her own time. Nearly all staff have attended core training such as Paediatric First Aid, Safeguarding and Basic Food Hygiene to ensure they remain compliant with the regulations.

Leadership is effective which ensures that the playgroup provides an effective service to the children and their parents/families.

4.2 How effective is self evaluation and planning for improvement?

The PiC understands the importance of effective self evaluation and planning for improvement. There is a detailed improvement plan for 2018/2019 and there is a system in place which records which issues have been addressed; however these were not dated. We saw from the weekly plans, that these are routinely evaluated by the staff team and these highlight what has worked well and what the children have enjoyed. The playgroup benefits from agencies such Flying Start undertaking their own reviews and offering points for improvement. The PiC/RI have not yet completed an annual review of the service and written a report as they are still in their first year of service. Parents are invited to give

feedback on the setting when their children move on from the setting. The deputy manager completes a monthly audit of any accidents or incidents that take place and this helps to identify any trends or problem areas within the setting.

The PiC and staff team undertake regular, effective self evaluation and planning for improvement and this is evident in the high standards of the setting.

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

Management of staff and resources is effective. All staff have defined roles and responsibilities in the way of a job description. Targets for staff are set during one to one supervision/meetings and are reviewed regularly. There is a filing system which supports the smooth running of the service. All staff are qualified to level two or above, and there were sufficient staff working with the necessary paediatric first aid, food hygiene qualification and safeguarding training. Some of the staff are qualified to level three and five. There are contingency plans in place to minimise the impact of any staff absences as staff can be redeployed from other settings or agency staff will be used. There are rotas on the walls which detail staff roles and responsibilities and we noted that staff were where they should be.

The playgroup is compliant with the necessary child care regulations and national minimum standards and in many cases exceeds these standards and therefore management is very effective.

4.4 How effective are partnerships?

Partnerships with parents and families are effective and serve the best interest of the child. Where necessary, staff work well with other agencies such as medical professionals to ensure the needs of the children are met. Parents we spoke with confirmed they were happy with the playgroup and that their children were happy at the setting. We saw parents and staff greet one another and relationships were mutually warm and respectful.

The playgroup works very effectively with parents and other professionals. They understand the importance of positive working relationships in supporting children to meet their potential and get them ready to move onto nursery and full time school.

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 with both the RI and PiC as part of the inspection feedback process:

- Include dates on Improvement Plan;
- fire evacuation practices should take place for both morning and afternoon sessions;
- ensure management recording systems which are introduced are either used or discarded;
- review the use of emergency Calpol procedures and policy;
- include in the Missing Child policy that a referral will be made to social services if a child were to go missing and
- the RI should endeavour to provide the PiC with non contact time or make her supernumerary for some sessions.

6. How we undertook this inspection

One inspector undertook an unannounced inspection, which examined all four themes. However, two inspectors were present for the first inspection visit. Three visits to the setting were undertaken in order to see both the morning and afternoon sessions and to also attend a feedback meeting. A total of six hours was spent at the setting. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RI, PiC and staff;
- verbal feedback from four parents;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Delyth Cowmeadow
Person in charge	Feng-Ying Vellam
Registered maximum number of places	24
Age range of children	Aged from two to three years.
Opening hours	9.00 to 11.30am and 12.45 to 3.15pm Monday to Friday, term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection following registration in April 2018
Dates of this inspection	28, 29 and 30 January 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. 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: None	