



Childcare Inspection Report on

Little Footprints Playgroup

**Little Footprints Playgroup
All Saints Church
Llandaff North
Cardiff
CF14 2SG**



Date of Publication

Tuesday, 7 May 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.

Description of the service

Little Footprints Playgroup was registered with Care Inspectorate Wales (CIW) in August 2009 to provide sessional care for up to 20 children between the ages of two and five years old. It is open from 9.15am to 12.00pm, Monday to Friday, with an additional lunchtime club available between 12:00pm and 12:30pm, during term time only. The service is a pack away service and operates from All Saints Church, Llandaff North, which has an enclosed area for outdoor play. The group operates primarily through the medium of English, although some incidental Welsh is used. Katherine Morgan is both the Registered Person (RP) and the Person in Charge (PiC).

Summary of our findings

1. Overall assessment

Children are relaxed and comfortable at the setting. Staff are experienced, appropriately trained and build good relationships with the children who receive care and attention that meets their needs. The base playroom is located within a large open plan hall and is safe and organised from a child's perspective. Children have access to their own toileting facilities and a small outside play space. The RP is engaged and motivated in her approach, with care and management systems in place which are effective.

2. Improvements

The RP addressed recommendations made following the previous inspection including;

- revised the snack time routine to minimise the length of time children are sat;
- ensured staff meetings are recorded;
- devised a policy and risk assessment for school drop offs and
- ensured children's portfolios are completed in a timely fashion.

Following this inspection the RP addressed some of the recommendations immediately including;

- further developed the snack time routine and staff now sit with children at tables to promote social skills.

3. Requirements and recommendations

There are no areas of noncompliance identified at this inspection. Some recommendations to improve outcomes for children are outlined at the end of this report.

1. Well-being

Summary

Children are happy and settled at the service. They have obvious bonds of affection with those caring for them and interactions are positive. Children are having fun while learning through participating in a good range of stimulating activities. They are encouraged to use their imagination. They are offered some opportunities to develop their self-help skills, supporting them to become self-reliant and confident.

Our findings

1.1 To what extent do children have a voice?

Children can choose which activities they would like to do and can select toys and equipment from a good range of resources. They are able to contribute to ideas and make their own decisions. Staff respond to the children's preferences, follow their ideas and gain feedback from them about activities. At snack time, children are offered a choice of food and milk or water to drink. We saw that if the children did not like the options, suitable alternatives are found.

Children have a voice and their views are respected and valued.

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

Children are able to settle into the group at their own pace. The consistent and small staff group enables children to develop strong attachments and feel secure. Children are happy and confident and respond positively to systems implemented to promote their self-esteem. Throughout our visit children were given lots of attention, smiles, praise and words of encouragement from staff. They approached staff confidently and were comfortable to seek extra support if they needed reassurance. Parents we spoke to expressed that their children are very happy and love coming to the play group.

Children are secure and happy.

1.3 How well do children interact?

Children are learning to share, socialise, and consider each other, in line with their age and stage of development. We saw they are developing the skills to help them to play together, share toys and take turns. They are able to sort out some disagreements for themselves or with the support of staff available when needed. They respond well to instructions from staff and follow their lead with activities such as tidying up and washing their hands.

Children are learning to manage their behaviour and co-operate in a supportive and caring environment.

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

Children can explore their environment, spend time on activities that interest them and enjoy themselves. We saw they were involved and engaged in a good variety of activities and proud of what they could do. Children are active and curious learners who enjoy the variety of experiences offered to them. This includes craft activities, role play, music, outside play, construction, water play and story time. Children were really enthusiastic when listening to the story becoming very animated and engrossed in the session. Children really enjoyed their outside play jumping and laughing with their friends.

Children have opportunities to take part in new experiences and develop additional skills.

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

Children are developing their independence whilst being supported appropriately by staff. Resources are thoughtfully placed so they can easily find what they need. They are supported to manage their own food and are encouraged to pour their own drinks which help to extend their self-help skills. After snack children cleared their own plates away and wash them in a basin of soapy water. Children are encouraged to take responsibility for their own property, finding their coats when it is time to play outside.

Children enjoy play and learning activities that benefit their overall development.

2. Care and Development

Summary

Children remain safe and healthy because staff have a good understanding of their responsibilities and implement the policies and procedures in place to support them in their roles. Staff have a sound understanding of child development and understand children's individual needs and how to meet them.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a good understanding of the policies and procedures and implement them within their daily working practice. We spoke with staff and they had a good understanding of child protection procedures and what their own responsibilities were in order to safeguard children. We saw that food hygiene principles were followed when supporting children with their snack and that healthy options were offered to children such as pancakes, strawberries and bananas, in line with the Gold Standard Healthy Snack Award. The RP agreed to ensure drinking water was easily accessible to children throughout the session. Children were taught good hygiene habits and encouraged to wash their hands before snack and after using the toilet. We saw that accident forms were completed as required and this information was reported to the parents when they collected their child. These are not currently audited. Fire drills are practised regularly with children. Staff ensured that children had good opportunities for more robust physical play as they access outdoors on a daily basis.

Staff are able to promote children's well-being to a very good standard and keep them safe and healthy.

2.2 How well do practitioners manage interactions?

Staff provide consistent care and have developed positive strategies to manage children's behaviour effectively. All staff engage well with the children. We heard lots of gentle prompting of children and staff gave good eye contact when talking with children and ensured they were listening when giving instructions. We saw that staff modelled behaviour, for example, taking part in snack time and were respectful to children. Staff were clear in their instructions and gave out stickers for good helping. We saw good intervention when a child's behaviour became more challenging as this was immediately recognised and staff responded appropriately and calmly. Staff gave lots of praise "Good pouring. Well done." and ensured children recognised their own achievements and felt proud of them.

Staff have the skills and training to manage children's behaviour in a calm, confident manner.

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

Staff are motivated, well qualified and keen to promote children's development. Staff work well together and are aware of their individual roles; this helps ensure that the sessions run smoothly, allows them time to engage with children and provide responsive, nurturing care. Children's personal needs are attended to promptly. Staff knew the children well and were sensitive to their different needs, abilities and backgrounds. There is a key worker system to allow staff to build up warm and responsive relationships with their key children and good relationships with their families. Children's development is monitored and assessed in order to plan for the next steps in their learning. The documentation for this is developing with specific activities being planned according to children's individual needs. Staff knew when to engage with children, using questioning well to extend children's language skills and encourage children to make their own decisions, and when to allow children to play uninterrupted. Parents we spoke to feel their children are developing well since starting at the group.

Staff have the training, experience and the motivation to ensure that children receive a high level of support and their development is promoted.

3. Environment

Summary

Appropriate systems are in place to ensure that the physical environment is secure and safe. The play area in the large hall is suitable for the children's needs. . The layout and range of resources allows children to make choices and follow their interests. Outside is small but suitably resourced and allows children to learn new skills and take risks in their play.

Our findings

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

The RP ensures children are able to enjoy a safe and secure environment. She ensures that annual risk assessments are reviewed as necessary and that daily checks of the premises are carried out so that any actions required to ensure children's safety take place promptly. Emerging risks are identified and actions required are dealt with promptly. Gas and electrical service checks had been completed and public liability insurance is in place. A visitor's book recorded all visitors to the service and entrances are locked and monitored by staff. Fire safety checks had been completed including smoke detection testing.

Leaders ensure that safety procedures are implemented and that the environment is safe for children.

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

The indoor play space is suitably organised and child friendly with ample room for children to move freely. Areas for different types of play are set out to create interesting spaces for the children. The outside area is safe and enclosed and provides the children with different play experiences such as riding on bikes, and sand and water play. One parent commented that the outdoor area is "really lovely". The RP explained that she is keen to continue a programme of redecoration of the setting.

The RP is keen to ensure that the environment is of a high standard and continually improving.

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

Children have access to a good range of suitable resources and equipment. There is appropriate furniture for children to sit comfortably to undertake table top activities and eat their snacks. There is a good range of resources to promote children's learning and development. These are clearly visible, easily accessible to the children and suitably located in the corresponding play area. The play group has some multicultural resources as well as those which reflect the wider society and promote equality. The RP told us that toys are rotated with those stored at the back of the hall to help maintain children's interest.

The RP ensures that the quality of resources and equipment promotes the development of children's skills and knowledge.

4. Leadership and Management

Summary

The RP is motivated and takes on the role of PIC to ensure that she can support and implement effective record keeping, clear policies and procedures and safe recruitment of staff. The setting is well organised and managed to a good standard.

Our findings

4.1 How effective is leadership?

There are comprehensive systems in place to support the effective operation of the service. The RP has high standards and these are shared with the staff team. Team meetings are held which support information sharing and promotion of good working practices. As the RP is also the PIC she is able to maintain good daily communication with her staff. The staff team are well established and in discussion with them they were clear about their roles and responsibilities, said they felt well supported and enjoyed working at the service. Children's contracts were completed thoroughly and children's registers were signed by parents and times in and out recorded.

Leadership is effective and this is demonstrated in the smooth and efficient running of the setting.

4.2 How effective is self-evaluation and planning for improvement?

The RP has systems in place to self-evaluate the service. We saw evidence that team meetings take place. Staff told us that they are a very close team and tend to have more informal daily discussions. These give staff and leaders opportunities to raise any issues and discuss what is current. The staff told us they are supported by the person in charge. This helps to monitor the service and when issues are identified they can be addressed quickly. The quality of care review has been completed and parent's views were gathered. There is a complaints policy in place for the service.

The RP acts on improvements identified through quality assurance schemes and the views of parents and children to evaluate the service and plan for improvement.

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

Staff told us they feel well supported and encouraged to develop their professional skills and knowledge to help improve and develop their practice. Recruitment procedures to ensure that the staff employed are suitable to care for children are good. Staff told us that they found the supervision and appraisal system helpful and gave them opportunity to review their practice, offer positive comments, and identify any support needed or training required. An effective induction system is in place which staff told us enabled them to feel confident in their roles.

There are effective procedures in place to recruit and support staff and assist with their development in order to ensure good outcomes for children.

4.4 How effective are partnerships?

Leaders and staff understand the importance of building effective working relationships in order to provide a good service to children and their families. Parents questioned, demonstrated a high level of satisfaction with the service. Parents described staff as “brilliant” and “amazing” and felt that their children benefited from the service. We saw good communication between staff and parents at the beginning and end of each session. We were also informed that a newsletter is sent to parents to keep them updated and informed about the service.

Partnerships are strong.

5. Improvements required and recommended following this inspection

5.1 Areas of noncompliance from previous inspections

None

5.2 Recommendations for improvement

- Lower hand towels and toilet roll holder in washroom to encourage children's independence skills;
- remove potty from floor in the toilet area;
- consider continued programme of redecoration;
- introduce water / drinks station so as children can access independently;
- monitor and record temperatures of environment;
- monitor length of time children sat on carpet for focused activities;
- further develop planning and observations of children's development linked to next step in their learning and
- audit accidents.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook two visits to the service. A dietician from Public Health Wales observed during the first visit. The first visit was unannounced.

- We observed the children undertaking their activities and the care provided by the staff;
- we spoke to seven parents;
- we looked at an extensive range of records and documents including staff files, accident records, policies and procedures, children's developmental records and children's individual targets;
- we looked at the premises, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with the RP and staff to obtain their views and clarify information about the running of the play group and future plans and
- our findings were fed back to the RP and all recommendations were discussed.

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
Registered Person	Katherine Morgan
Person in charge	Katherine Morgan
Registered maximum number of places	20
Age range of children	2-5 years
Opening hours	9.15am to 12.00pm (Morning session) 12:00pm to 12:30pm (Lunch club) Monday to Friday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	1 & 2 October 2015
Dates of this inspection visits	5 & 6 March 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services. 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	