



Childcare Inspection Report on

Little Owls Flying Start Playgroup

**Milton School
Hendre Farm Drive
Newport
NP19 9HB**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Newport City Council is registered with Care Inspectorate Wales (CIW) to provide care for up to 25 children age 2 to 3 years at Little Owls Flying Start. The service operates from a demountable building within the grounds of Milton Infants and Junior School. Morning sessions operate between 09:00am and 11:30am and afternoon sessions between 12:30pm and 03:00pm. The organisation has appointed a Responsible Individual (RI) to act on its behalf, and a suitably qualified Person in Charge (PiC) has been appointed to run the service on a day to day basis. English is the language of the service.

Summary of our findings

1. Overall assessment

Children attending the service are well settled and engage happily in play and learning. We saw them receive attentive care from staff who are responsive and nurturing. Activity planning and developmental records are good. The environment is suitable for children attending and children have access to a well resourced outside area. Leadership and management of the service is effective, however staff supervision systems should be strengthened.

2. Improvements

Good practice recommendations made at the last inspection regarding developing outdoor activities and reviewing hygiene practices have been actioned.

3. Requirements and recommendations

We did not identify any non-compliance at this inspection.

We made some good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children experience a nurturing service which gives them a good foundation for their learning and development.

Our findings

1.1 To what extent do children have a voice?

Children speak or express themselves well and can communicate their needs in a variety of different ways. We saw that the staff understood their needs, preferences and feelings and these took precedence over the daily routine. We saw children approaching them confidently to chat or to ask for assistance. We observed the children encouraged by staff to choose what they wanted to play with and they were obviously very familiar with the activities and areas available.

Children's right to express themselves freely and to make independence choices is encouraged and respected at the service.

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

Children are familiar with the routine of the service which gives them a sense of security and belonging. Children have developed an obvious bond with the staff and a key worker system is in place. We saw staff were encouraging towards children, giving praise for achievements and recognising when they needed additional support. Children are comfortable, settled and relaxed and go to staff when they need help or assistance. Children's artwork and photographs are displayed around the setting which helps develop a sense of belonging.

Children feel safe and are happy at this service which values and promotes them as individuals.

1.3 How well do children interact?

Children play well together and are learning to share and co-operate. The behaviour observed was typical of the age group. There was a strong emphasis on politeness and kindness and children responded positively to this. Where necessary they were quietly reminded about using kind hands and we saw them playing together and being gentle towards each other. We saw examples of children showing consideration for others when waiting their turn for ride on toys in the garden. Children have built up trust with staff and their peers and are confident that they will have a turn if they wait.

Children are developing resilience, confidence and co-operation through the experiences offered to them.

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

Children are engaged in their play and learning but can also relax and enjoy quiet times. They have the freedom to explore their environment both indoors and outdoors. They are able to concentrate for an appropriate amount of time for their stage of development. We saw that the children had access to a wide variety of activities and resources. We saw that they could join an adult led activity with the freedom to leave for an alternative interest at any time. This led to a very busy but relaxed atmosphere, with children engrossed in play and learning of their choosing.

Children enjoy good play and learning experiences at this service which recognises the importance of children's play opportunities for their overall development.

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

Children have a good variety of experiences, including freely chosen, unstructured and self-directed play. This enables them to gain a good range of skills, be independent, participate, follow interests and promote their all-round development. They make good progress, are confident to try new things and encouraged to take appropriate risks. Children's development profiles evidenced that they are developing new skills in line with set targets. During snack time there were missed opportunities for children to develop their independence skills, as staff poured drinks and served them food.

Children benefit from good opportunities to learn and develop, however further opportunities for independence should be provided.

2. Care and Development

Summary

Staff follow the setting's policies and procedures to ensure children's safety, and provide warm responsive care.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are clear about their roles and responsibilities in keeping children safe. There is a safeguarding policy in place which contains the Prevent duty, and staff have attended child protection training. Children are reminded to wash their hands at appropriate times and encouraged to brush their teeth as part of the 'Designed to Smile' teeth brushing initiative. Accident and incident records were completed efficiently with parents/carers signatures in place. Staff had undertaken relevant first aid and food hygiene training. We saw a policy in place to support children with medical needs and records showed that all medication is administered safely with parents' signatures.

Staff at the service ensure children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff manage interactions appropriately. There is a behaviour management policy in place. Staff promote positive behaviour as they act as good role models by treating each other and the children with consideration and respect. We heard lots of praise and recognition of good work, effort and behaviour which was valued by children. Unacceptable behaviour was challenged in a sensitive manner. Staff explained why particular behaviour is not wanted and encourage children to be kind, considerate and caring.

Staff have a good understanding of managing children's interactions.

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

Staff provide a very good range of activities and play opportunities which enhance children's development. Activity planning is based on the Foundation phase ethos, and included celebrations of different cultures. Individual profiles and baseline assessments are completed when a child starts at the service, and individual progress trackers were in place for each child with photo evidence of achievements and milestones reached. Next steps for children's learning are identified and planned for. We heard very little incidental Welsh with the children to develop their use and understanding of the language.

Staff provide opportunities for play, learning and development which children benefit from.

3. Environment

Summary

Children benefit from a bright and welcoming environment. The service operates from a single storey demountable building. The building is secure and maintained to a good standard. Children have free flow access to an enclosed garden for outdoor play, and a forest school within the school grounds. There are systems in place to manage risks and health and safety matters.

Our findings

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

There are good fire safety systems in place and practiced fire drill records are kept. We saw daily safety checklists completed by staff for indoor and outdoor areas. Gas and electric services are checked in line with the recommended guidance and the provider has Public liability cover in place. Registers are maintained of staff and children's attendance, however times of arrival and departure were not recorded. The Public Health Wales audit tool is used to monitor infection prevention and control and changes in practices are made as necessary. Rotas displayed on the wall identified the roles of staff to check the facilities and ensured that they were deployed effectively to keep children safe at all times and that the correct staff ratios are in place. The service is registered as a food provider with the Food Standards Agency, and has received a score of 5.

Parents can be assured that staff undertake their responsibilities to keep children safe.

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

Children are provided with indoor play space which is child centred, welcoming and adorned with art work and photographs of the children and their families. The outdoor space is used during each session and children were free to come in and out as they wished for a large part of the session and encouraged to come in ready for a snack. The whole environment provides a wide range of play opportunities suitable for the age range looked after. The playgroup has joint use of a kitchen and other rooms within the building to run groups for parents and children or for confidential conversations.

The quality of the environment provides beneficial learning opportunities and experiences for children.

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

Children have access to a wide range of high quality, developmentally appropriate play and learning resources which support the Foundation Phase ethos. Child sized chairs and tables ensure that children are comfortable and at ease when playing and eating. Children are familiar with and confident to use these resources which are stored at low level and clearly labelled. This includes a tough spot for messy play, water trays, ball games, activity equipment, a home corner and creative area. Children

were keen to show us the games they were playing. Many of the resources are taken outside so that children enjoy the same quality play and learning experiences when outdoors.

Children's learning experiences are enhanced by the wide range of well maintained resources and equipment available to them.

4. Leadership and Management

Summary

We (CIW) found that the management of the service is carried out by professional managers who set high standards for the service. Staff are supported to deliver a good standard of care and are motivated to do their job well.

Our findings

4.1 How effective is leadership?

There is an effective leadership structure for the service. A Person in charge (PiC) has been employed to manage the service on a day to day basis. There is a statement of purpose, which assists parents in deciding whether the service is suitable for their child. We examined a range of policies, procedures, and risk assessments, and found them to be detailed and dated to show when they were last reviewed. Children's contracts we examined were well completed, however did not record children's religion and named pick up individuals. The service does not provide the '*Active offer*' in respect of the Welsh language.

Leadership and management of the service is good.

4.2 How effective is self evaluation and planning for improvement?

The RI ensures that planning for improvement is a priority and is working to continually develop the service by taking into account the views of children, parents, staff and other professionals. CIW had received the Self Assessment of Service Statement (SASS) and annual quality of care report. The service works closely with Flying Start professionals and uses the expertise of health visitors and other agencies where appropriate.

Good systems for planning and evaluation ensure that sustained improvements are made regularly.

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

We looked at a sample of staff files and found them to be well completed. There is an induction process for newly appointed staff. Staff files show that suitability checks are undertaken prior to each worker starting employment. All staff have a current Disclosure and Barring Service (DBS) check. Staff receive appropriate training and there was a training matrix in place. There was evidence of supervision and appraisal, however we discussed with the PiC the need to ensure supervisions is carried out more frequently. We observed that the team worked very well together to ensure that the session ran smoothly and that children's needs were prioritised.

There are effective procedures in place, however supervision systems should be developed.

4.4 How effective are partnerships?

Partnerships with parents and external agencies are established. Records demonstrated that parents complete contracts and personal information forms prior to their child starting at the service. Parents evening are held annually, and parents are kept up to date with events via newsletters, letters and emails.

Partnerships are effective and promote positive outcomes for the children and parents/carers who use the service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the PiC;

- Develop opportunities for independence at snack times;
- increase use of incidental Welsh;
- record children's time of arrival and departure;
- update children's contracts to record pick up individuals and religion, and
- develop staff supervision systems.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections;

- One inspector made one unannounced visit to the service;made a visual check of the premises;
- observed care practice;
- spoke to children;
- considered information available to CIW, including the Self Assessment of Service Statement (SASS), and
- looked at a range of documentation. We focused on children's contracts, Statement of Purpose, and Safeguarding Policy.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Sian Williams
Person in charge	Amy Haskins
Registered maximum number of places	25
Age range of children	2 to 3 years
Opening hours	09:00 to 11:30am morning session 12:30 to 15:00pm afternoon session
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 June 2014
Dates of this inspection visit	16 July 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. 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: None	