



Childcare Inspection Report on

Twinkle Tots Flying Start Childcare Centre

**Malpas Court Primary School
Whittle Drive
Malpas
Newport
NP20 6NS**



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Description of the service

Twinkle Tots Flying Start Childcare Centre registered with Care Inspectorate Wales to care for 32 children. The setting provides sessional care for two-year-olds each week day during school term times and operates from a self-contained unit within Malpas Court Primary School in Newport. The playgroup is one of several flying start services run by Newport City Council and is overseen by the Responsible Individual (RI). They employ a Person in Charge (PiC) to run the playgroup on a daily basis. English is the main language with some incidental Welsh used daily.

Summary of our findings

1. Overall assessment

Children thrive in the setting and those with additional learning needs are extremely well supported. They have excellent opportunities to choose and decide where and what they play with and make superb progress in their learning and development. Safeguarding underpins all practice and children's health and safety are promoted well. The highly inviting and child-centred playroom and marvellous outdoor area skilfully nurture children's creativity and learning. Leadership and Management of the setting are strong and children are cared for by highly committed and motivated staff. Whilst the key person system could be strengthened, partnerships with parents are outstanding and links with other agencies strong.

2. Improvements

A cover to the drainage channel is now in place limiting any tripping hazard. Risk assessments have been updated and detail robustly all identified hazards. The Statement of Purpose has been updated including CIW's role in handling complaints.

3. Requirements and recommendations

We found two practice recommendations to enhance outcomes for children further including, the fire drill and log and key person system. These are outlined in further detail at the end of the report.

1. Well-being

Summary

Children have an excellent voice because they are consulted about all aspects of their care and all attempts at communication are valued and skilfully promoted. Children's needs are extremely well understood and they have excellent opportunities to follow their own interests. All children thrive in the setting and have immense fun in their play and learning.

Our findings

1.1 To what extent do children have a voice?

All children speak and express themselves extremely well throughout the session. We observed children confidently communicate their needs, wishes and feelings in a wide variety of ways. Their facial expressions and gestures are interpreted extremely well and we saw children use various hand signals to express their needs, ensuring their voice is heard. Although not needed currently, picture clue cards, visual aids and hand signing are also used to skilfully promote children's communication and inclusion. Children are very confident because they know their home language is duly promoted and respected. Staff told us they know key words in children's various home languages and Welsh is introduced frequently throughout the session. In addition, excellent focus is placed on listening and talking with the children and actively promoting their interactions. Children participate extremely well because the majority of the session is dedicated to them leading their play and making decisions about what they do. We heard children excitedly talk about what they are going to do outside and express their ideas when consulted at circle time. They chose to do 'Tap tap sticks' and decided the songs they wanted to sing.

Children have an excellent voice and all attempts at communication are valued and respected.

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

Children are really settled and happy. We saw many children come running in and cope well with separation in response to an enthusiastic welcome from all staff. Children have very strong bonds and positive emotional attachments with staff. When a child got upset because their friend was not present, they settled very quickly following genuine affection and cuddles and warm words of reassurance from their key person. Children happily approach staff, eager to talk about what they are doing and engage them in their play. We watched a child take staff by their hand to show them their space rocket. Outside another child excitedly demonstrated how they could squirt the water. Staff responded positively to the child's cheeky smile and sense of fun, laughing and eagerly joining in their play. Children develop a strong sense of belonging because they have individual named coat pegs, they self register on arrival and we saw them interact with displays of their work.

Children are happy and have extremely positive emotional attachments with staff.

1.3 How well do children interact?

Children interact well. Children show immense pride in their achievements, smiling, cheering and excitedly waving their arms. This invigorated a child to continue developing their play with the space rocket. We also saw another child respond enthusiastically as they continued to perfect their skills with the pipette in the water outside. We observed a child show great concern and sensitivity toward a younger friend at circle time. They hand them some 'tap tap sticks' and offer warm words to reassure them and encourage their participation.

Children are highly positive and interact well with their friends.

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

Children have great fun. Children we spoke to told us they are very happy and we heard lots of laughter throughout the visit to express their enjoyment. They are highly motivated, active learners who engage in play based activities that excite and interest them. Two children showed awe and wonder when watching fish in the tank together, exclaiming, "*Wow look at that?*" They then mimicked what they had seen with a toy fish on the edge of the tank. We heard lots of excitement around children's play with the space rocket while others squealed with delight at the anticipation of going outside. When they stepped outside, the sheer enjoyment was clear to see on all their faces.

Children have immense fun and are highly motivated learners.

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

Children are thriving in their learning and development and make exceptional use of the garden to fully realise their play and learning potential. The new focus for planning 'Play to learn' is having a very positive impact, skilfully encouraging children to lead and have extended periods of child-initiated, uninterrupted play. The wealth of play opportunities invigorates the children's enthusiasm for learning. We saw them experiment with the paint and investigate mixing the colours while others eagerly explored the garden for bugs and insects with staff. Children with additional learning needs are extremely well supported to promote their inclusion and enable them to make excellent progress. They have targeted support or a designated member of staff for one-to-one and detailed individual development plans that staff know extremely well. We watched children show increasing interest in the jelly play, investigating the smell and texture and confidently expressing themselves, "*It's very strawberry*". We saw a child bring their favoured toy car to the jelly and wave their hands excitedly as they made tracks and buried it in the jelly. Children show excellent independence in their personal care. They go to wash their hands on arrival in readiness for snack time and after messy play activities and learn to brush their teeth.

All children flourish in their learning and make excellent progress in their development.

2. Care and Development

Summary

Staff have thorough knowledge and understanding of the setting's policies and procedures and implement the majority of them effectively to foster children's health and safety needs. Staff nurture children's learning and development effectively through excellent planning, robust, continual assessments and skilful support and interaction.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff promote children's health and safety needs successfully. Discussions with staff showed they had good knowledge of the accident, medication and sick child policies and procedures and the relevant records are robustly monitored by the PiC and RI. Whilst the management and staff team want to improve their Infant and Toddler Environmental Rating Scale (ITERS) 'Health' score further, we observed many good quality practices. Staff implement robust infection control measures. We observed frequent hand washing and the person on snack duty wears aprons and gloves when preparing and serving food and does not undertake any toileting or nappy changing practices. The Design to Smile initiative is well implemented helping children to learn good oral health. Children benefit from wholesome, nutritious food at snack time, including 'Fruity Monday's' and staff follow good standards regarding food management. Staff monitor the arrival and collection of children and their parents thoroughly and children's files showed that named persons to collect and passwords were in place. Staff have confident knowledge of their roles during fire drills in line with the detailed fire risk assessment and procedure. The basic fire log showed that five fire drills took place in 2017 and three in the first six months of 2018. This means not all children learn, or regularly practise, safe action to take in an emergency. Children wear fluorescent tabards when on any outings to ensure they are clearly visible and follow good safety measures during Forest School activities.

Staff promote children's health and safety well, although some improvements to fire practices should be considered.

2.2 How well do practitioners manage interactions?

Staff implement the well written Behaviour Management Policy effectively. Staff frequently celebrated children's achievements, such as counting in Welsh and enthusiastically praised their good behaviour to promote their self-esteem and confidence. Praise and encouragement was given in both Welsh and English and we saw children rewarded with a happy face stamp on their hand for their positive participation at group time. Staff modelled good manners and encouraged children to help tidy away the toys at the end of the session and explanations were given most of the time to help children learn about consequences and impact.

Staff manage children's interactions with warmth, respect and positivity.

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

Staff meet children's learning and development and individual needs well. They nurture children's play and learning effectively by following their lead and readily encouraging their ideas. We observed excellent interaction as staff modelled language and provided a meaningful commentary during children's play. This clearly invigorated the children's interest and engagement. For example, we saw the children respond with gusto to staff's enthusiasm during 'tap tap sticks'. Staff provide high quality support for children with speech and language and additional learning needs, making good use of visual aids, sign-a-long and pictorial clue cards. Staff have received training on the new assessment tool, Foundation Phase Profile and demonstrate good understanding of how it works. We viewed three children's profiles and found they clearly identify children's ongoing progress and consistently highlight their individual targets. Discussions with staff showed they had good knowledge of their key children's individual needs and secure understanding of their targets. As a result, staff skilfully empower children to discover and gain new skills, such as learning about life cycles and caring for living things. Staff told us how the children helped to plant all the fruit and vegetables in the allotment area and watched them grow and change when watering them.

Staff facilitate and empower the children to reach their full potential.

3. Environment

Summary

The vibrant and immensely rich environment skilfully enhances children's learning and development. Improvements to the outdoor play area have been excellent and have had an outstanding impact on children's play and learning experiences. There is an extensive range of high quality toys and resources that enrich children's experiences.

Our findings

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

Excellent priority is given to provide a safe, secure environment. Extensive risk assessments are completed and these are frequently reviewed alongside all aspects of property and safety maintenance records by NCC's Health and Safety Officer. Staff also undertake rigorous daily safety check sheets of all play areas, equipment and activities. Consequently, they are acutely aware of all the hazards and the risks these pose to children and put in place comprehensive safety measures to eliminate them. However, they tailor supervision skilfully to provide invaluable opportunities for children to take safe risks, such as during Forest School activities and outdoor play. Security is extensive with video monitoring on the gate, a locked external door and key fob entry system on the internal playroom door. This enables staff to rigorously monitor entrances to prevent any unsupervised access.

The leadership and management team have outstanding measures in place to provide a safe, secure environment.

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

The team are immensely creative and motivated, always thinking of ways to further improve the environment for children to continually extend their experiences. Staff take responsibility for particular areas of learning within the playroom and outside and we noted they take real pride in their area. The playroom is very inviting with lots of space for children to explore freely and nicely presented areas of learning with increasing emphasis on a more natural approach. For example, tree branches and twigs with lights decorate the ceiling in the new, spacious block play area. There have been significant improvements to the layout, design and facilities in the covered, all weather outdoor area. Free-flowing indoor and outdoor play throughout the session provides children with excellent choice and outstanding learning opportunities all year round. Development of the allotment and growing areas, inclusion of the bug and natural areas and regular use of the school's Forest School area have significantly enriched children's experiences and learning. Staff explained how the children really thrived outdoors, how they loved hiding in the new bamboo den, exploring the mud kitchen and joining in group time and music activities in the willow canopy. Plans to introduce a roadway, crossings and traffic lights with screens for shop fronts are set to be introduced to enhance further children's imaginary play opportunities. Low level display boards in both English and Welsh enable children to interact with them and

see Welsh in print. We also saw photographs of the children and examples of their work with their names on the walls. This helps them feel valued and an important member of the playgroup.

The leadership and management team provide an extremely rich and highly inviting indoor and outdoor environment.

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

Children access excellent resources and high quality equipment. We saw home-made games, various song and photograph books, story sacks and an abundant range of toys for children to use to support their play. Open storage units allow children to easily access what they want to play with, effectively promoting their independence. We saw children access toys they wanted to play with in the jelly, resources to decorate their space ship and equipment to use in the water outside, such as pipettes. Wet weather suits and boots are used well by the children when needed to enable them to access Forest School and the garden all year round. The annual report outlines further resources they wish to introduce to further extend children's experience. For example, mobiles of children's work, hanging baskets at children's height and treasure bags for children to bring in something special from home for staff to plan activities around. The Quality of Care report also confirmed that they are looking to replace inside equipment, including role-play equipment, books and musical instruments to ensure they are of the utmost quality.

The leaders provide outstanding toys and resources of the highest quality.

4. Leadership and Management

Summary

The leadership and management team are very effective in providing a high quality service for children and their parents. Management and staff work exceptionally well with parents and are creative in their support. All staff are motivated and implement their roles and responsibilities extremely well. Thorough recruitment and vetting, good access to training and frequent monitoring of staff's performance has ensured staff are skilled and knowledgeable.

Our findings

4.1 How effective is leadership?

The leadership and management team are highly motivated and committed to providing a quality service. They set clear aims and communicate their vision effectively with the staff team supporting the smooth and effective running of the service. The RI and PiC have good awareness of the regulations and NMS to ensure they are fully compliant and exceed minimum standards. The RI is highly organised and ensures CIW are kept up to date on pertinent issues, such as changes to staff. The PiC also confirmed that the RI is extremely supportive whilst also allowing them some autonomy on the day-to-day running of the setting. Detailed policies and procedures are routinely reviewed and updated and thorough systems are in place to ensure record keeping is well organised and easily accessible. Accident records are reviewed and signed by the PiC or deputy and chronologies of these and any incidents are completed systematically to monitor and review practices. Children's files contain all the necessary information, including written parental permissions to ensure they are cared for according to their parents wishes. Scrutiny of four staff files found that all relevant records and documents were in place to confirm their suitability.

The setting is well run through strong leadership and management.

4.2 How effective is self evaluation and planning for improvement?

Systems to monitor and review the setting and children's care are thorough. The PiC attends regular cluster meetings with leaders and management from other flying start services to receive updates, discuss practice and plans for the next term. The RI makes excellent use of the Infant and Toddlers Environmental Rating Scale (ITERS) tool to rigorously review and monitor children's experiences and staff's focus and performance in facilitating their play and learning. As a result, children's wellbeing, independence and their ability to problem solve and make personal choices are excellent. Children, parents and staff take an active part in contributing to the annual Quality of Care report. Parents regularly share their ideas and views through termly questionnaires and when any changes take place. The informative report clearly details the setting's strengths and prioritises for improvements. The RI, PiC and staff team are continually looking at how they can improve the service further, demonstrating strong drive and commitment. For example, to enable children to voice

their opinions and feelings about the session consistently, they are looking to introduce happy and sad visual aids.

The team are highly reflective and prioritise matters to improve effectively through quality, inclusive monitoring systems.

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

Staff's knowledge and skills are nurtured effectively by the leadership team to ensure children are cared for by high quality staff. Discussions with staff, the PiC and RI and scrutiny of relevant policies and staff files, show that rigorous recruitment, vetting and induction procedures are consistently followed. As a result, all staff have excellent knowledge of their roles and responsibilities and practices observed showed that they implement them successfully. Staff benefit from good access to training, including mandatory training in first aid, safeguarding, risk assessments, food hygiene and fire awareness. The development of an Inclusion Co-ordinator and all staff undertaking relevant training on the Additional Learning Needs (ALN) guidance, procedures and paperwork has resulted in significant improvements in children's care. When required children have home visits and transition meetings, are allocated a one-to-one or targeted support and have individual development plans created with parents. Despite all this the highly motivated staff are very keen to extend their skills of working with children with social communication and complex needs even further. The RI explained that key person groups are decided based on children's individual needs and attachments. However, further consideration should be given to the key person approach around children's personal care and routines. Monthly team meetings, a communication book that staff contribute to and the introduction of fortnightly staff memos support the exchange of information and keep them up to date.

Management of the staff and setting is effective, although improvements to the key person approach should be considered.

4.4 How effective are partnerships?

Partnerships with parents and other professionals are well established. Parents we spoke to praised the information they received about the setting and valued the termly consultations and updates about their children's progress and learning. The children's learning stories are presented well with lots of photographs and examples of the children's work and these are all annotated to give parents a picture of the learning their child achieved. Discussions with parents and the PiC highlighted the outstanding support and guidance she offers, during and outside of session times, well over and above that which is expected for her role. They applauded the staff, expressed how they "*love it here*" while others wrote "*Exceptional service provided for both parent and child...*" The staff work closely with parents and other professionals to support the children's needs and meet regularly to agree and review their individual development plans. Various agencies based within the building enables parents and staff to access relevant support and advice easily.

Partnerships with parents are outstanding and those with other agencies strong.

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 made:

- Strengthen the key person system, particularly around children's personal care, to enable them to sustain strong emotional attachments with a special person, and
- increase practise of the fire drill and content recorded in the fire log.

6. How we undertook this inspection

This was an unannounced, scheduled inspection undertaken by an inspector and the Chief Inspector, totalling 7 hours 15 minutes. Evidence for this report was gathered using the following methodology:

- Examination of information held by CIW, including the last inspection report, Statement of Purpose, SASS and annual Quality of Care Review report;
- observation of children's play inside and outside;
- we completed a timed Short observational Framework for Inspection (SOFI) observation assessing children's engagement and staff interaction;
- discussions with children, staff, the PiC, RI and five parents;
- scrutiny of operational records and documents, including policies and procedures, staff and children's files; registers and children's learning journals and assessments;
- we carried out a visual inspection of play areas and resources, and
- we reviewed feedback from five CIW staff questionnaires and seven parent questionnaires.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered maximum number of places	32
Age range of children	Two to three year olds
Opening hours	9:15 to 11:45 12:30 to 15:00 Each week day during school term times
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 October 2014
Dates of this inspection visit(s)	25 May 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:	