



# Childcare Inspection Report on

**Little Angels Flying Start Riverside**

**Riverside Play Centre  
45-57 Ninian Park Road  
Cardiff  
CF11 6HW**



**Date Inspection Completed**

09/09/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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 operates from Riverside Play Centre, in Cardiff. Delyth Cowmeadow is responsible individual (RI) and the person in charge (PiC) of the day to day running of the service is Melanie Pike. The service offers care for up to 40 children aged two and three years, with 24 places in the morning and 28 places in the afternoon available for Flying Start. Two sessions are offered each day from 8.45am to 11.15am and from 12.15pm to 2.45pm. This is an English language service which makes good use of incidental Welsh.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Excellent
<a href="#"><u>Care and Development</u></a>	Excellent
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Excellent

### 1. Overall assessment

Children are very happy, settled and relaxed at the setting. They have developed close relationships with practitioners and their peers. Practitioners plan an excellent range of activities to stimulate children's learning and development, and children make good progress during their time at the setting. The environment is secure, child centred and welcoming. Leadership is strong. Managers have established excellent systems to monitor and evaluate the quality of the service. Leaders and practitioners work well together and are dedicated to improving standards. Partnerships with other agencies which enhance the provision are well established and parents speak very highly of the care their children receive.

### 2. Improvements

Since the last inspection the setting has made the following improvements:

- increased the use of the Welsh language in the service;
- all observations of children are dated;
- medicines are stored in line with the settings policy and administration is accurately logged;
- the child protection policy contains accurate information in line with Cardiff Intake and Assessment team's referral process; and

- all documentation accurately reflects the setting's name and do not contain information relating to other nurseries operated by the provider.

### **3. Requirements and recommendations**

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

# 1. Well-being

**Excellent**

## Summary

Children are happy, motivated and enjoy attending the service. They have access to a variety of stimulating experiences and interactions which promotes their all-round development. They are familiar with routines and have positive relationships with practitioners who are nurturing and supportive. Children are supported to develop independence and self-help skills.

## Our findings

Children are confident to speak up and their individual needs are considered. Children are able to choose between indoor and outdoor play and move freely between both throughout the session. Children are encouraged to direct their own play, and structured activities are planned to accommodate children's choices. For example, we observed one child having great fun playing in the 'mud kitchen'; they chose from a variety of pots, pans and utensils and mixed mud, orange segments and herbs to make a 'birthday cake' for their sister.

Most children are settled, happy and relaxed. Excellent settling in arrangements help children cope with separation. On arrival older children went straight off to play with activities that captured their interest and children new to the service received plenty of cuddles and reassurance from their key workers and soon settled. Children are helped to feel a sense of belonging; their work is displayed and they have individual coat pegs displaying their photograph. Children feel valued, for example during group time and story time, their questions are listened to and responded to positively and appropriately.

Children are well behaved. They are beginning to develop social skills in line with their age and stage of development. Children are beginning to understand the concepts of sharing and taking turns and are guided by practitioners. Children are learning to cooperate within a group and have plenty of opportunities to enjoy collaborative activities. For example, we saw a group of children thoroughly enjoying playing 'parachute' games and singing a variety of action songs. Children are mostly in the early stages of understanding their own and other's feelings and are learning how to express them appropriately.

Children show pleasure and enjoyment in the excellent range of play opportunities available to them. Most children are interested and engaged in stimulating and inviting play activities. We observed a child completely engrossed in water play, carefully spooning water mixed with turmeric into different sized containers. Children are active and curious learners who enjoy exploring the environment and they gain a huge sense of satisfaction

from their play. They play contently with adults, other children and alongside each other as appropriate to their age and stage of development.

Children have excellent opportunities to develop their independence skills. They used plastic tongs to serve themselves sliced peppers and pitta bread and poured their own drinks at snack time. 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. Strategies to promote healthy eating and lifestyles are embedded in practice. Overall, we found practitioners were excellent in the care and attention they gave children.

### Our findings

Practitioners promote healthy lifestyles and follow the most up to date guidance. Children's allergies and dietary requirements are carefully considered and monitored. The setting promotes healthy eating and implements Welsh Government best practice guidance on food and nutrition. Dental hygiene is promoted through participation in the 'Design to Smile' tooth brushing scheme. Records that monitor children's health, well-being and safety are thorough and well maintained. Excellent systems have been implemented to ensure that children arrive at and leave the setting safely. Practitioners have a very good understanding of their roles and responsibilities the setting's policies. There is a Child Protection policy in place and practitioners are confident to identify any signs of concern.

Practitioners manage interactions very well and have a solid understanding of the positive behaviour management strategies in place. Practitioners use 'The Seven Steps of Connection with Correction' method to manage any unwanted behaviour. This method encourages practitioners to evaluate their own responses to a child's unwanted behaviour in order to manage it sensitively and effectively, whilst providing children with appropriate boundaries. Practitioners also use a traffic light system very successfully to support children to manage their own behaviour. For example a practitioner showed a child the 'red' circle and calmly said 'finish now' to gently guide the child to listen during group time. Practitioners encouraged children to take turns as they played with resources.

Practitioners provide a nurturing and caring atmosphere, with a focus on responsive care. Each child is frequently observed by their key worker, who tracks their development. There is a system in place for keyworkers to share pertinent observations about all children's development with each other, which helps ensure that significant steps in children's learning are not missed. Practitioners identify and plan for children's next steps in learning, however this was not included on the observation forms used. We saw examples of the children's development files and found these to be very thorough. Activity planning is well organised and allows practitioners to add new ideas/activities based on children's interests and development. The Welsh language is introduced to children in both written and spoken formats. Basic phrases and vocabulary are used by practitioners and we heard children



singing 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**

**Good**

#### **Summary**

The service is resourced and furnished to a good standard, providing children with a good range of 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. Access to the setting is secure. There are a variety of entry and exit points which are kept locked during the session, and manned by practitioners on children's arrival and departure. Practitioners undertake daily safety checks and there are written risk assessments in place for indoors, outdoors and outings, which are kept under review and updated as necessary. The infection control audit tool has been completed to support infection control systems in the setting and premises are cleaned between the morning and afternoon session. Visitors' records are in place and completed as a matter of routine. 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.

Children have plenty of space and good facilities to meet their needs. The setting provides children with a rich environment for play and learning and children have direct access to outdoor play facilities. Both indoor and outdoor areas are equipped to provide suitable challenge and offer a range of exploratory play experiences. Areas are set up to promote children's independence and reflect the needs and interests of the children. Children's cultural background and language are considered with multi-lingual wall displays. Facilities for nappy changing and children's bathrooms are suitable, clean and well maintained. There is designated office space for managers and confidential discussions.

All furniture, equipment, toys and materials are appropriate for children and meet their developmental needs. However, we saw limited resources to promote diversity and a multi-cultural society. Child sized chairs and tables ensure that children are comfortable and at ease when playing and eating. There were a wide range of real life items in the role play areas to include pots with porridge oats, chopping boards, plastic knives and bananas in the home corner and a first aid kit in the 'doctors surgery'. Children thoroughly enjoyed utilising these during their play. Children move easily between the indoor and outside activities. The outdoor area is of a good size for the number of children cared for. Leaders

and practitioners have worked hard to organise and resource this area to begin to reflect all areas of the foundation phase.

## 4. Leadership and Management

**Excellent**

### Summary

Leaders have a sound vision and sense of purpose which sustains improvements and good outcomes for children, which is shared with practitioners. There are effective and well developed systems in place to monitor and evaluate the setting and its policies and procedures. Practitioners receive excellent support, feel valued and access good developmental opportunities. Partnerships with parents and the community are well established.

### Our findings

There is a statement of purpose which provides an accurate picture of the service and is clear about what parents can expect when they register their children. The person in charge is clear about her own responsibilities and is focused on engaging practitioners to provide the best outcomes for children. Due regard is given to all regulations and the National Minimum Standards (NMS). The Responsible Individual provides regular, valuable support to the person in charge and they both have high expectations of practitioners to deliver worthwhile service to children and their families. There is a commitment to the continuous professional development of practitioners and all practitioners are appropriately qualified and trained.

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 and positively impacts practice. For example, the practitioner questionnaire asked 'how can practitioners be rewarded for work above and beyond their roles?' One practitioner suggested an 'employee of the month board' and we saw this board this on display in the setting. The service is also regularly monitored as part of the Flying Start scheme. There is a development plan which outlines specific targets to achieve over the next year which includes further enhancing the outdoor area and disseminating in house training on Welsh Government best practice guidance food and nutrition. There is a comprehensive complaints policy in place. No formal complaints had been received about the setting. During the inspection the RI and PiC were receptive to our feedback and have already begun to implement some of our recommendations.

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, 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. Practitioner files contain all information to determine practitioner suitability.

The service works well with parents to establish trust and clear communication. Parents provide the setting with all information on enrolment. Regular 'stay and play' sessions where parents are invited in to play with their child help to build on relationships with parents. Parents regard the service highly; parent's comments read 'very friendly staff, who really seem to care and engage with the children', and 'really pleased with my child's progress over the three terms, they have learnt so much'.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Consider including next steps for children's learning on observation forms;
- resources should more effectively promote diversity and represent a multicultural; and

## **6. continue to develop the outdoor area to fully reflect the seven areas of the Foundation Phase.**

## **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 five 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;
- undertook a visual inspection of the areas used, and provided formal feedback to the RI via telephone on 10 September 2019.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## **About the service**

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Delyth Cowmeadow
Person in charge	Melanie Pike Hannah Wilson-Pons
Registered maximum number of places	40
Age range of children	2 to 3 years
Opening hours	8:45am – 11:15am and 12:15pm to 2:45pm Monday to Friday, term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 October 2016
Dates of this inspection visit	9 September 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?	<b>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. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.</i></b>
<b>Additional Information: None</b>	

Date Published 31/10/2019