



Childcare Inspection Report on

Little Penguins Plasmarl Flying Start

**Plasmarl Primary School
Britannia Road
Plasmarl
Swansea
SA6 8LH**



Date Inspection Completed

19/06/2019

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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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 Penguins Flying Start registered in 2015. The service is provided by the City and County of Swansea and is located in the Children's Centre, Education Department within Plasmarl Primary School. The service provides sessional care for 24 Flying Start funded places. Two sessions operate Monday to Friday at 09:00 – 11:30 and 12:45 – 15:15 for children aged two to three years. The responsible individual on behalf of Swansea Local Authority is Lucy Elizabeth Saunders and the person in charge on a daily basis is Jennyfer Hicks.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

1. Overall assessment

Little Penguins Flying Start is a wonderfully warm and welcoming service where children are happy, confident and fully engaged in an excellent range of age appropriate activities. Staff know the children very well, are genuinely interested in the children's views and opinions and tailor support to meet their individual needs. Leaders ensure that everyone at the service has a voice and that positive relationships are formed. They maintain high standards and outcomes for children and ensure that the environment is stimulating and enables children to reach their full potential.

2. Improvements

Since the last inspection the service has:

- purchased specialist toys and equipment;
- rearranged the indoor environment to enhance space and create more play and learning opportunities for children;
- introduced an on line app which is used to inform parents of daily activities, photographs and any news updates;
- promoted opportunities that encouraged children's independence skills at snack time;
- developed a very thorough self evaluation process;

- successfully achieved a pass plus in Quality for All and
- introduced interpreters to assist and engage parents, carers and children in their first language.

3. Requirements and recommendations

None

1. Well-being

Excellent

Summary

Children are very happy and contented. They experience warm and caring relationships and have an excellent choice of activities. They have a voice and speak and express themselves exceptionally well as they receive effective and meaningful responses and interactions. Children have plenty of opportunities to make choices and decisions about their play. Their opinions and interests are highly valued, acted upon and continually reviewed. Children develop and become independent very well; they learn to interact and to cooperate with each other and staff confidently and purposefully.

Our findings

Children have fantastic opportunities to engage in numerous and varied activities. Children were thoroughly engaged in their play, talking animatedly about what they were doing and showing their creations off with pride. During free play children lead their own play making independent choices to play with their favourite toys. They were also eager and enthusiastically involved in contributing their views and ideas. For example, they were celebrating Sali Mali's birthday and children initiated their idea about making pretend orange cakes to celebrate her birthday. They creatively used cupcake cases, and rolled out orange play dough cutting it up into shapes of birthday cakes and followed the theme through with discussions about birthday celebrations speaking in Welsh, English or their home language.

Children chose the activities that most interested them. Outdoors, children made a choice as to whether they wished to play on ride on toys, play with sand, draw pictures or climb in and out of the pirate ship. They had lots of fun with much laughter especially when they rode their bikes/trikes fast downhill. Indoors they chose from an excellent wide ranging selection of toys and resources. Many children spent a considerable amount of time being highly involved in role play in the home corner where they acted out different characters for example, being cooks. Others dressed up and had great fun playing with balloons. Children had freedom to safely move around and explore their environment to its full potential, thriving on exploration, experimentation and new experiences. For example, using the new interactive toys and equipment and enjoying the stimulation of the sensory tent.

Children clearly expressed a sense of security and belonging, and feel safe, happy and highly valued due to positive relationships and familiar routines. On arrival children were excited to show that they knew what to do. They confidently hung their coat and bag on their individual peg. During registration children sat together with staff taking time to talk as individuals about their feelings. For example, saying whether they felt happy or sad. They were clearly valued as individuals. They approached staff with ease, showing affection through cuddles, standing close or holding hands.

Children's interactions are positive, age appropriate and purposeful. They are learning about how to cope with emotions, share, take turns and play with their peers. Every day a child is chosen to be "Helpwr Heddiw" and is responsible for helping hand out plates and cups to the other children at snack time. The 'helper of the day' listened tentatively to what colour plate and cup their friends requested obliging happily with a big smile which acknowledged their delight in pleasing them.

Children have excellent opportunities to develop their independence and self-help skills, which they are developing very well. Opportunities enable them to 'have a go', for example, they put on their own coats and followed self-care routines such as hand washing, toileting and tooth-brushing. Despite occasionally getting wet, they also attempted to use the water container to pour a drink for themselves. They spread tzatziki onto crackers and also peeled and cut their banana into bite-sized portions ready to eat. Children learn to problem solve, develop creatively, to experiment and be imaginative through their play experiences. For example, they chose utensils to mould, roll, measure and shape playdough, experimenting and problem solving how much they could fit into their cupcake cases. They extended their learning by counting how many cupcakes they had made and how many they needed to share with their friends and staff. They enjoyed using the sensory blocks and tent interactively. Outdoors they wanted no assistance to balance on their ride on toys or to climb onto the pirate ship, being very pleased with what they successfully accomplished independently.

2. Care and Development

Excellent

Summary

Staff are well trained, caring and attentive; they keep children safe and promote healthy lifestyles. Staff know the children very well and provide an excellent meaningful and age appropriate range of activities to help children to learn and develop. They are committed and actively involved in assessing each child's individual needs and preferences.

Our findings

Staff are very dedicated and committed, working together exceptionally well as a strong team. They know the ethos of the service very well and understand and implement the policies and procedures with confidence to ensure that children are kept safe and healthy. For example, each child is provided with individual support as may be required in the light of any particular health need.

Staff also had a clear understanding of Best Practice Guidance Food & Nutrition for Childcare settings and how to implement this. We saw that children are actively involved in learning about healthy eating as staff used innovative methods of promoting healthy life styles ensuring children have appropriate quantities of food and drink. The menu included a variety of healthy foods. Staff plan activities with children to help them taste and see different foods for the first time. For example, 'Eat them to defeat them' whereby children explored vegetables, holding and smelling them and made carrot monsters to eat them. The service has successfully achieved the Healthy Snack Award and a Food Standards rating of 5. Additionally, their daily routines ensured that children have lots of fresh air and exercise through both indoor and outdoor play. Thorough daily routines ensured cross infection was minimised; these included: table wiping, wearing of aprons and/or gloves when necessary, hand washing and cleaning routines. Staff recognise and have a clear understanding of any children's food allergies and /or medical conditions and consistently followed clear procedures. For example, preparing food separately, and when necessary administering medication and/or first aid.

Staff are suitably qualified and well trained and utilised their knowledge to promote the best outcomes and well-being for the children in their care. Staff understood their responsibilities with regard to safeguarding children and had attended child protection and "Prevent Duty" training.

Staff's management of behaviour is excellent. They understand each child's preferences and/or additional needs. For example, giving children extra help and/or support so that they could get the most out of their learning. Staff used positive behaviour methods to gently remind children to be kind and share. They sat at the children's level and gave each child time to talk about their feelings and some told a story of why they were happy or sad. They also praised children at every opportunity, which encouraged positive behaviour. Staff ensure that any sanctions are developmentally appropriate, and respect individual

children's level of understanding and maturity. All staff are excellent role models leading by example, being calm, responsive and encouraging. Children respected them and followed their lead. Staff managed minor behaviour and sharing disputes very well. We saw them gently intervene to resolve issues and they were immediately alert to instances of behavioural issues.

Overall staff promote children's play, learning and development excellently and meet their needs by creating a natural, stimulating learning environment which, enabled children's engagement. Staff have a genuine rapport with children, enabling them to become confident and active learners. They treat each child as a full and equal person that enables all children to feel included and highly valued. Keyworkers observe and closely track children's development as staff actively contribute to planning activities that track and review each child's development and progression, specifically focusing on each child's particular interests, skills and achievements. Staff take purposeful and timely action if necessary, to support children with additional needs and make effective use of services in consultation with the children's parents. Staff celebrated and promoted home languages at every given opportunity and had access to interpreters. They also involve the family as a whole in communications enabling all to feel included. We saw that some information had been translated into Welsh and Spanish.

3. Environment

Excellent

Summary

Leaders provide an extremely suitable environment for children. An excellent variety of play and learning opportunities indoors and outdoors stimulate children's curiosity and interests. Staff ensure children's safety through identifying risks and hazards and minimising or eliminating them. Resources and furniture are of excellent quality and suitable for the needs and age range of the children.

Our findings

Leaders promote children's safety both indoors and outdoors and take precautions to prevent accidents. A CCTV system is in operation and a keypad system provides access to the main entrance and internal doors within the building. Externally, a fence and gate secure the play area and staff supervised children during outdoor play. Leaders have completed effective risk assessments, which identify and eliminate possible dangers to children. A comprehensive health and safety file contains documents of all electrical tests undertaken, heating tests, safe keeping of chemicals, fire drills and evacuation procedures to name but a few. Leaders or staff performed daily risk assessments and completed checklists that ensured the premises is functional and orderly.

The play space is large and staff give precise consideration to its arrangement; ensuring children could follow their own interests and develop their learning through play. The premises provide a warm, inspiring and welcoming atmosphere where children and parents can establish a sense of belonging. Staff had recognised that the design and layout of the premises was essential for children to gain purposeful and innovating experiences and had recently redesigned the indoor play area to give children more space and ease of access to resources and various play areas. This gave children excellent opportunities to be inquisitive and select what they wished to play with.

Leaders ensure the environment is well maintained, child focused and brightly decorated with children's work. The layout, across one level, allows children to access all areas regardless of their needs and abilities. A comfortable and cosy sensory area provided children time to relax with lights, interactive equipment, drapes and cushions. Additional meeting rooms are available for confidential conversations.

Leaders provide children with access to an excellent variety of furniture that is suitable to their needs. There is an excellent and abundant range of toys and learning resources including small world toys, a home corner, slide, sensory area, art and crafts to encourage children's curiosity. Many toys were well labelled and stored in transparent boxes making them visible for children. Resources were also stored at child height encouraging children's decision making and independence. Staff promoted cultural awareness well through books and activities relating to cultural events throughout the year.

4. Leadership and Management

Excellent

Summary

Leaders have an innovated vision for the service that they share effectively with their team. Leaders are committed to monitoring and improving the service with a strong culture of continuous professional development. There are very open, professional and have effective partnerships in place with parents, the school, external professionals and the wider community. Leaders manage the service extremely well. Leaders comply with the relevant regulations and regularly exceed the national minimum standards. They take pride in maintaining up to date policies, procedures and records.

Our findings

Leaders had an informative statement of purpose, which was up to date and compliant with the regulations. Over and above this staff met with parents and/or carers in their home to talk about the service provision. There was a comprehensive and methodically kept range of policies and procedures, which leaders had regularly reviewed and updated. For example, the safeguarding policy now included information on the 'prevent duty' and prevention of radicalisation. We saw that leaders maintained the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance records. The standard of record keeping sampled was extremely good, very well organised and easily accessible.

Leaders take pride and show enthusiasm in evaluating of their service and planning for improvement as they have developed a comprehensive self-evaluation system. This included acting upon feedback from parents and carers as well as identifying areas for improvement. For example, overcoming any language barriers by involving translators and/or producing written information in different languages. Leaders reinvest into the service and purchase new toys, equipment and resources on a regular basis. For example, they purchased both indoor and outdoor resources to develop play opportunities including a new pirate ship, an indoor sensory area and dolls.

Leaders are excellently organised in the management of the service. They follow an effective recruitment process and promote the development of staff through regular training opportunities. Staff confirmed that they received supervision and an annual appraisal. They said that they felt highly valued and were very passionate about sharing good practice as their ideas, suggestions and personal development goals were taken seriously, listened to and acted upon at every given opportunity.

Leaders had excellent relationships with the parents and external agencies. They take pride in the sharing of any relevant information that promoted excellent practice. They include partnerships with health visitors, speech and language therapists and the school. We viewed parental and carer feedback which was very complimentary. Parents and carers, we

spoke to stated, "My child is very happy and settled", "staff are excellent", "staff are so wonderful", and "my child can't wait to come here every morning".

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 19 June 2019 for a period of approximately six hours. This included providing feedback to the person in charge on the day of inspection.

During the visit we:

- observed practice and the care provided by staff;
- read some children's and parent returned questionnaires;
- spoke to the person in charge, staff, some parents and children;
- looked at a range of records including the statement of purpose, policies and procedures and contracts.

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
Responsible Individual	Lucy Saunders
Person in charge	Jennyfer Hicks
Registered maximum number of places	24
Age range of children	2 – 3 years
Opening hours	1 st session 9:00am to 11:30am 2 nd session 12:45pm – 3:15pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 October 2016
Dates of this inspection visit(s)	19 June 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 service 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 consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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