



# Childcare Inspection Report on

**Ladybirds Pentrechwyth Flying Start**

**Pentrechwyth Primary School  
Bonymaen Road  
Pentrechwyth  
Swansea  
SA1 7AP**



**Date Inspection Completed**

08/10/2019

**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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<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

### Summary

Ladybirds Pentrechwyth Flying Start is registered with Care Inspectorate Wales (CIW) to provide care for up to 16 children aged 2-3 years, and offers two sessions per day, one in the morning and another in the afternoon.

Children are eligible for flying start places the day after their second birthday until their third birthday. The playgroup is well positioned within a supportive school environment and benefits from a well-designed, safe outdoor play area. The head teacher of the school is the Responsible Individual (RI) on behalf of the City and County of Swansea Local Authority and a Person in Charge (PiC) has been appointed to run the service on a day-to-day basis. It is an English speaking service with Welsh introduced through play.

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>	Excellent
<a href="#"><u>Leadership and Management</u></a>	Excellent

### 1. Overall assessment

Children have excellent outcomes in terms of their well-being. They are thriving and developing in a service that provides them with a broad range of learning and play opportunities. Practitioners are extremely effective in supporting children's individual needs and attentive in identifying their specific learning requirements. They are effective in terms of implementing the service's policies and procedures in relation to children's safety and health. The environment is very welcoming and well designed with an excellent range of resources and equipment to support children's development. There are robust security systems in place to maintain a safe environment for children. There are excellent systems in place to support the smooth running of the service in order to improve outcomes for children. There are strong partnerships with parents, other professionals, agencies and the wider community.

### 2. Improvements

This is the first inspection post registration.

### 3. Requirements and recommendations

We made no recommendations.

# 1. Well-being

**Excellent**

## Summary

Children are very secure, happy and valued in a service that promotes their well-being. There is a strong ethos of listening to children's views and feelings to promote their self-worth. There are excellent opportunities for children to play and learn in line with their age and stage of development.

## Our findings

Children are very confident to speak and communicate with practitioners. They are active in terms of directing their play and choosing resources. The focus of sessions is balanced in favour of children's individual choices. During adult led activities such as circle time children were confident to express their views about what songs they wanted to sing and what books they would like read to them, choosing 'We're going on a Bear Hunt'. They also were confident to place their photograph on the 'feelings' board and discuss how they were feeling that day.

Children are very well settled and comfortable in the care of practitioners and are at ease with their peers. They show pleasure and enjoyment when their efforts and accomplishments are acknowledged by practitioners and bonds of affection are evident. For example, children sought out practitioners to help them with a jigsaw or pour their milk and sought reassurance by sitting on their lap during registration and circle time.

Children are establishing firm friendships with their peers and are learning important social skills, such as turn taking and sharing in line with their stage of development. They play happily alongside each other during group activities, wait their turn during circle time activities and listen to what each other has to say. We noted some children explaining how certain toys worked when playing in pairs and at snack time pass plates and cups to each other, one child poured milk into a cup for her friend. The children sat together chatting to each other and practitioners, making this time a sociable and enjoyable experience for them.

Children have extensive opportunities to develop their skills and learn because of the range of play and learning experiences afforded to them. Activities we observed included outdoor play, individual and group play with small toys, learning on the interactive screen and messy activities, all of which were age appropriate and suitable for the children attending the service. They show pleasure and enjoyment in their play and are curious learners who mostly are generally able to sustain their concentration and focus on their play in line with their age and abilities.

Outdoor play is a strong focus of each session and children are able to move easily between indoor and outdoor play areas. The doors to the outside area, usually left open in finer weather, facilitate this. As it was cool and raining at times, doors were closed on the day of inspection however, all children enjoyed a spell of outdoor play. They enjoyed getting into their wet weather clothes and stamping in the puddles and using brushes to brush the rain on the safety matting into the grids.

Children show confidence in learning new skills and in developing their independence.

Mostly children accessed the toilet facilities with adult assistance due to their age but some, were able to wash their hands with prompting from practitioners. When it was time to go home children

were confident to collect their bags and coats from their coat hook and try to put on their coats independently. All the children were confident to locate resources without assistance and follow their play interests.

## 2. Care and Development

**Excellent**

### Summary

Practitioners are professional, motivated and very effective in supporting children's learning needs, as well as their health and safety. There are procedures to identify specific needs and practitioners are aware of their responsibilities in relation to the safeguarding and supervision of children in their care.

### Our findings

Practitioners have a clear understanding of their roles and responsibilities in relation to children's health and safety. There are well-established systems in place in relation to paediatric first aid and safeguarding training. Leaders and practitioners are clear about their role in dealing with concerns and in liaising with safeguarding agencies and professionals.

There are clear procedures for dealing with children's health needs and accident and incident records are completed appropriately and shared with parents. We saw evidence of involvement of a range of other professionals where concerns about children existed. Practitioners encourage children to take a healthy approach to their dental hygiene and offer regular opportunities for them to practice brushing their teeth. They also promote healthy eating via the snacks made available which are in line with Welsh Government guidelines on healthy snacks and drinks. We saw children enjoy a mid-morning snack of muffin, banana, mango and raspberries with either milk or water to drink.

There is positive support for children in terms of their social behaviour. The behaviour management policy highlights strategies to use with children that are appropriate for the age range of children who attend the service. Practitioners are aware of their role in relation to supporting children's behaviour and ensure that they implement the strategies outlined in the policy. They act as positive role models for children in their care and we observed them speaking respectfully to each other and children they were caring for. They used positive reinforcement and praise very effectively during the inspection. Minor issues were immediately addressed, with reminders to children about the importance of being kind to each other.

Practitioners are very effective in identifying children's individual learning needs and ensure that children are supported effectively at all times. Examination of records showed that there are clear and consistent procedures in place to identify children's progress and relevant information is shared with parents and professionals. For children who require specific intervention, appropriate referrals to other services ensure that children reach their potential and receive the help and support they require to develop.

Parents were very appreciative of the support given to their children and commented on the improvements in their children's overall development, and particularly their language development. Welsh is used productively during play activities and children are encouraged to be as independent as possible at playtime and in relation to their self-help skills. Practitioners have close links with the nursery teacher at Pentrecwyth Primary School and the two other primary schools in the area to ensure a positive transition from the setting to the school.

### **3. Environment**

**Excellent**

#### **Summary**

The service has dedicated internal and outdoor areas based within Pentrecwyth Primary



School. The environment is purpose built, well designed, welcoming and child friendly, offering excellent spaces for play and learning. There are very effective systems in place to ensure that the environment is safe and suitable for children and high quality, developmentally appropriate play and learning resources are available.

## **Our findings**

Leaders have well developed systems in place to ensure children's safety. There is a secure entry system via the reception area and a key fob system for entry to different areas of the setting. The environment is clean with extremely well maintained internal and outdoor spaces. Practitioners ensure that areas remain clean and clutter free when sessions are operating. Practitioners complete daily safety checks, recording any maintenance issues, which are promptly addressed. Regular fire evacuation drills are conducted to ensure that practitioners and children are aware of emergency procedures, and unnecessary risks to children have been identified and as far as possible eliminated.

The premises offer interesting outdoor and indoor play spaces allowing children to play freely and move easily from one area to another. The outdoor area although small is safe and provides children with opportunities for a wide range of play. A section has been set aside for planting, and children enjoyed growing potatoes, carrots and tomatoes this year. Another section for messy play has a mud kitchen and water play stations. There is a good range of play equipment and ride on equipment to promote children's balance, co-ordination and overall physical development.

The well-designed playroom means children can move easily from one play area to another, and it benefits from good natural light. Resources are readily to hand in low-level storage and there are excellent toilet facilities to facilitate children's independence. A dedicated nappy changing station has inbuilt fold down steps so children can be helped to the area and this removes the need for children to be lifted. There is an area for the storage of bags and coats and an additional room for private conversations with parents. Leaders ensure that children have access to a very good range of resources and equipment to promote their development and sustain their curiosity. Furniture, toys and resources are age appropriate and maintained to a very good standard. Leaders are keen to make the setting as environmentally friendly as possible, and where feasible plastic resources and equipment are replaced with natural and sustainable materials. As a result, there is a good selection of robust wooden toys for children to play with. Children benefit from a range of cultural resources to extend their understanding of the world and Welsh books are available to encourage children's knowledge of the language.

## **4. Leadership and Management**

**Excellent**

### **Summary**

Leaders run a very effective service with robust systems in place to ensure that it operates in line with regulations and national minimum standards. There are very effective partnerships with other professionals and clear systems in place to ensure that the service is monitored regularly to plan for improvements.

### **Our findings**

Leaders have good systems in relation to the service records and documents. There is a clear vision for the service and this is reflected in the statement of purpose that is shared with parents and subject to regular review. There is a comprehensive range of policies, both personal to the service and corporate from the authority. Leaders review policies and procedures to ensure that they are up to date and relevant. Documents are very well recorded and information from accident and incident records is collated and evaluated to identify any patterns. Where ongoing action or referral is required, this is clear from all of the records.

There are effective systems in relation to recruitment processes, induction and a strong culture of continuous professional development. Practitioners have access to a wide range of training courses to extend their knowledge and practice. Training records clearly indicate when refresher training is due and plans put in place on the training matrix to book this in advance. There are thorough pre-employment checks and records we examined confirmed this. Well organised staff recruitment files with all of the required information clearly recorded and indexed were in place and stored securely. Leaders are pro-active in working to Welsh Government's best practice guidance in relation to healthy snacks and drinks and in relation to Public Health Wales Infection, Prevention and Control for Children's Settings (0-5years).

There are very good procedures in place for self-evaluation of the service in order to improve outcomes for children. The quality assurance review was comprehensive and we saw questionnaires sent out to parents and other partners as part of this process. The review indicates that parents are highly satisfied with the service with comments such as *'my child really enjoys their time at the service and has made lifelong friends'* and *'thanks to all staff for providing and running this service, it's amazing and rewarding'*.

Partnership with parents is very strong and well established. Parents have regular opportunities to visit the service for updates on their child's progress, these sessions are called 'Toddler Talk' and take place every term. Leaders organise play and stay sessions where parent participation is welcomed, and an interactive screen in the reception area keeps parents informed of key events and dates. Leaders have also worked hard to establish effective links with key agencies, professionals and the community. The Health Visitor is based at the service so this enables early identification of individual needs of children. Other agencies involved with the service include visits from, for example, Speech and Language services, the Early Years team and social workers.

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

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

None

### **5.2 Recommendations for improvement**

We made no recommendations.

## 6. How we undertook this inspection

This was a full post registration inspection conducted as part of our normal schedule of inspections. The inspection process involved one inspector visiting the service for approximately four and a half hours. The methodology used to gather information for the report included:

- Speaking to the leaders, practitioners and children;
- observation of practice and practitioners engagement with children;
- a visual inspection of the premises;
- examination of service documents and records including children's development records and health and safety files and policies;
- examination of information held by CIW; and
- verbal feedback at the end of the inspection process.

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

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

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Allison Christopherson
Person in charge	Alison Jones
Registered maximum number of places	16
Age range of children	2- 3 years
Opening hours	9am -11.30am 12.45pm- 3.15pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection following re-registration
Dates of this inspection visit(s)	08 October 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 is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow up strategic guidance for Welsh language in social care.'</i>
Additional Information:	

Date Published 29/11/2019