



# Childcare Inspection Report on

**Portmead Jaspers**

**Portmead Primary School  
Cheriton Crescent  
Portmead  
Swansea  
SA5 5LA**



**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

Portmead Jaspers Flying Start registered April 2019. The service is provided by the City and County of Swansea and is located within Portmead Primary School Swansea. The service provides sessional care for 24 Flying Start funded places. Two sessions operate Monday to Friday from 09:00 – 11:30 and 12:30 – 15:00 for children aged two to three years. The Responsible Individual on behalf of Swansea Local Authority is David Thomas and the Person in Charge on a daily basis is Sharon Rees. This is a service that does not provide the Welsh language 'Active Offer'. However, although the main language of the setting is English, incidental Welsh is also spoken.

## Summary

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

### 1. Overall assessment

Portmead Jaspers Flying Start offers a child focused service where the promotion of children's well-being is excellent. The choices they can make engage and stimulate children. They learn through an excellent variety of play experiences and opportunities. Staff know the children well and are genuinely interested in the children's views and opinions. Tailored support meets their individual needs. The environment is stimulating and enables children to reach their full potential. Leadership and management is strong and very effective. There are excellent working relationships between leaders, staff, parents, carers, the school and various health care professionals and agencies.

### 2. Improvements

Since registration, the service has:

- Purchased toys, equipment and an outdoor playhouse and
- introduced an on line app which is used to inform parents of daily activities, photographs and any news updates, as well as being able to translate all information into their home language.

### 3. Requirements and recommendations

- None

# 1. Well-being

Excellent

## Summary

Children are very happy and contented. They experience an excellent choice of activities. They have a voice. Children speak and express themselves confidently. They are listened to and receive a meaningful response. Their interests are highly valued, acted upon and continually reviewed. Children develop and become independent very well; they learn to interact with their peers and to cooperate with their carers confidently.

## Our findings

Children are happy and contented during their play and learning. They confidently make decisions and have a wide-ranging choice of activities. For example, on the day of inspection many children were engrossed in 'mark making' and playing educational games on the interactive white board. Others elected to play in the home corner, whilst several children enjoyed playing with Lego blocks and construction materials. They were delighted with a new experience playing with a jelly substance called 'Jelly Baff'. They scooped the jelly up with spades and spoons and placed into buckets and various containers. They also enjoyed the sensory experience, touching and feeling its consistency and smelling it.

All children have positive attachments with the staff. Children are safe and express enthusiasm and enjoyment. They clearly have a strong sense of belonging and are familiar with routines. Children approached staff for cuddles and talked about their feelings saying that they are happy. They are learning how to cope with emotions, share, take turns and play with their peers. Children settled well with most running off excitedly to play. We heard lots of laughter when they sang songs, joining in enthusiastically with actions and Makaton signing. Each day a child is chosen to be "Helpwr Heddiw". The child was smiling with pride as they helped hand out plates and cups to the other children at snack time.

Play experiences enable children to problem solve, develop creatively and to be imaginative. Children used utensils to measure jelly and used the interactive games to solve puzzles and match colours. Small group activities gave children the opportunity to focus on their speech and language and learn the concept of differences. For example, what's 'in' or 'under' an item, children also enjoyed use of the 'tap' box and matching items in colour. Outdoors they wanted no assistance to balance on their ride on toys or to run around freely, or play with the mud kitchen, having lots of fun.

Children have excellent opportunities to develop their independence and self-help skills in which they are accomplished. There are many opportunities for 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. During snack time they placed their chosen fillings of cheese, carrots, lettuce and cucumber into a wrap and had a go at rolling it up. They were delighted

with their end results and beamed with pride as they were given lots of praise for their effort.

## **2. Care and Development**

**Good**

### **Summary**

Practitioners are knowledgeable, well trained, caring and attentive. They keep children safe and promote healthy lifestyles. They are committed and actively involved in assessing each child's individual needs and preferences. They know the children well and provide good and meaningful support for each child tailored to their individual needs.

### **Our findings**

The staff are very dedicated and committed to keeping children safe and healthy, working diligently to keep abreast of any childcare courses and/or training opportunities that in turn benefit their knowledge. All staff have attended a child protection course, first aid and food hygiene training. A food standards rating of 5 has been awarded. Methodical systems identify each child's individual needs and preferences in partnership with the child's parents and/or carers. Various care professionals for example, health visitors and speech and language therapists are also involved in this process.

Leaders and practitioners have a clear understanding of healthy eating. We saw that children are actively involved in learning about healthy eating through activities such as cooking and tasting foods. Staff understand, and are dedicatedly working towards the implementation of, Welsh Government's best practice guidance, Food and Nutrition for Childcare settings. On the day of inspection, the children had a choice of fruit and vegetables, which form part of the daily diet offered at the service. Additionally, children's daily routine ensures that children have lots of fresh air and exercise through outdoor play. Cross infection was minimised as we saw good hygiene practice. Risk assessments and cleaning routines are in situ. There are paper towels and soap at children's reach. All practitioners have a clear understanding of any child's food allergies, and/or medical conditions and we saw that information is displayed that practitioners can quickly access should they need to carry out emergency care and/or treatment with a child.

Staff manage interactions very well as management of children's behaviour is clearly understood. Positive behaviour methods to gently remind children to be kind and share are used. All practitioners are calm and very positive role models who lead by example. Sanctions are developmentally appropriate and respect individual children's level of understanding and maturity. On the day of inspection children's behaviour was impeccable.

Overall, the service conducts regular reviews of children's progress and development in consultation with parents, carers and health care professionals. Use of support services in consultation with the above persons means timely action is taken to support children with additional learning needs and/or emotional behavioural difficulties. Monthly group meetings and 'Toddler talks' are held that plan for the next steps of children's learning. Practitioners also use a Sustained Shared Thinking and Emotional Wellbeing assessment system which supports and extends children's learning and critical thinking. The WellComm screening

system is used to help identify children who might be experiencing delays with speech and language. Staff said that this helps put immediate interventions and support into place. Staff are very effective at highlighting successes and difficulties without being judgemental and give positive feedback that encourages learning.



### **3. Environment**

**Good**

#### **Summary**

The service has a child focused environment which is safe, clean and secure. There is sufficient space and facilities to meet the needs of children. The service is welcoming, friendly and provides a rich environment for play.

#### **Our findings**

The safety of the environment is effective. The Flying Start unit is to one end of the school and has its own secure key coded and intercom entrance. Access into the Flying Start rooms and main school from the Flying Start Unit is fobbed and therefore entry is suitably managed. CCTV covered the entry/exit.

The outdoor play area is securely fenced with high metal fencing with gated entry/exit. All checks on safety equipment and premises have been carried out in February 2019. Checks included fire alarm system, fire extinguishers, emergency lighting and all firefighting equipment. All checks in relation to premises are always done as part of the fire audit for the whole school and, as the RI is also the Head Teacher at the school, he ensures that any audit is a combined one. Leaders confirmed that fire evacuation procedures for the Flying Start Service are included in the overall school guidance and that combined fire drills are carried out termly.

The environment is clean and well-maintained. There is a service level agreement with the school in relation to cleaning of the setting, and practitioners ensure that areas remain clean and clutter free when sessions are operating. The school caretaker undertakes comprehensive maintenance checks, and practitioner's complete daily safety checks. Maintenance issues are identified, recorded and promptly addressed.

Leaders ensure the suitability of the environment as the premises have very recently been refurbished and re-decorated to a high standard. The environment is very well designed, welcoming and child friendly. Good quality, developmentally appropriate play and learning resources are available. Furniture, toys and resources are age appropriate and maintained to a very good standard. Indoors the vast array of toys and equipment stimulates children's curiosity. Outdoors there is a grassed area with story chairs, areas for planting and a mud kitchen. They have a selection of ride on toys that can be used on the safety surface and a large wooden 'playhouse' with veranda. Leaders ensure that children have access to a very good range of quality resources and equipment that promotes children's development and we saw sustained children's curiosity. Children also benefit from a range of cultural resources to extend their understanding of the world.

A multi-purpose room is generally for the sole use of the service but is also used by Health Visitors on occasions. This room is also used by practitioners for occasionally meeting parents. The hallway/foyer, displayed information for parents and is where visitors sign in.

## **4. Leadership and Management**

**Excellent**

### **Summary**

Leaders run a very organised and efficient service with excellent systems in place to ensure that it operates in line with regulations and national minimum standards. There are very effective partnerships with professionals, agencies and parents. Systems are in place to ensure that the service is monitored regularly to plan for improvements. Leaders and practitioners have a very good knowledge of regulations and national minimum standards.

### **Our findings**

Leaders have an innovative vision for the service that they share effectively with others. Excellent methodical systems are in place in relation to up to date service records and documentation. They are very knowledgeable about their regulatory responsibilities. They set high expectations and inspire the team effectively and consistently to do their best.

There is a clear vision for the service, and this is reflected in the statement of purpose which is shared with parents. There is a comprehensive range of appropriate policies and procedures. Leaders have reviewed these to ensure that they are up to date and relevant. For example, the setting's operational plan, which drives improvement, is shared with all relevant persons and 'Prevent Duty' has been added to the safeguarding policy. Children and practitioners' records of attendance are available, and parents sign their child in and out of the sessions.

Leaders are very enthusiastic in relation to the evaluation of the service provision in order to improve outcomes. Self-evaluation and monitoring of the service takes place regularly, and the setting draws on feedback from practitioners, parents and agencies to identify strengths and any areas requiring improvement.

There are excellent systems in relation to recruitment processes, induction and a strong culture of continuous development. Practitioners said that they have access to a wide range of training courses to extend their knowledge and practice. Practitioners and students on placement receive induction and the practitioners we spoke to stated that they were very happy with the support they receive from leaders. They stated that there is a strong culture of continuous professional development that is modelled by leaders and includes many training courses. Regular supervision is conducted to drive improvement and staff said that they can voice their ideas and suggestions confidently.

Partnership with parents is strong and well established. Parents have regular opportunities to visit the service for updates on their child's progress. Leaders work with parents in order to meet children's needs and to keep them informed of their child's development. Initial preferences are identified before they started in the service. Parents are invited to view the service provision and a home visit is then conducted. We spoke to several parents and carers who were delighted with the service provision saying, "my child loves coming here",

other parents said, “I can’t believe how quickly my child has settled, lovely staff very approachable”. The recent introduction of an on line app, gives information to the child’s family members about things that their child has been involved in and also includes themes followed and news updates. The information can be translated into any language so as to meet families first language, this in turn promotes involvement and understanding. Overall, leaders have developed excellent partnerships with parents and their child/children.

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

**None**

**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 one unannounced visit on 11 September 2019 for a period of approximately six hours. The inspector provided feedback over the telephone to the Responsible Individual and Person in Charge on 13 September 2019 for a duration of 35 minutes.

During the visit we:

- observed practice and the care provided by staff;
- spoke to the responsible individual, person in charge, staff, some parents and children;
- looked at a range of records including the statement of purpose, policies and procedures, and developmental records;

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	David Thomas
Person in charge	Sharon Rees
Registered maximum number of places	24
Age range of children	2 – 3 years
Opening hours	9am to 11:30am & 12:30pm to 3:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First Inspection
Dates of this inspection visit(s)	11/09/2019
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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