



Childcare Inspection Report on

Gors Little Learners

**Gors Community School
Gors Avenue
Townhill
Swansea
SA1 6SF**



Date Inspection Completed

11/12/2019

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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

Gors Little Learners Flying Start is registered with Care Inspectorate Wales (CIW) to provide care for up to 40 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 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.

Summary

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

1. Overall assessment

Children have excellent outcomes in terms of their well-being and learning. They are thriving and developing in a service that provides them with an extensive range of learning and play opportunities. Practitioners are very effective in supporting children's individual needs and attentive in identifying specific learning requirements. The environment is very welcoming, spacious and well designed with an extensive 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 strong partnerships with parents, other professionals, agencies and the wider community.

2. Improvements

Recent redecoration has provided a more welcoming and stimulating space for play and learning. A staff member has painted a colourful mural on the reception wall, which engages children's attention as soon as they arrive.

3. Requirements and recommendations

We made two recommendations under the management and leadership theme. More detail is to be found in the body of the report and at the end of the report.

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 well settled in the service and most cope well with separation. Children appear familiar with routines, for example they sat at the tables during snack time and lined up by the door to go to play in the outside area. They knew when the 'clean up' song came on that it was time to help tidy toys away before the next session of play. They also knew when it was circle time and happily went and chose a cushion to sit on in the home corner. They confidently approached staff when they were not happy or to tell them if someone had taken their toy. Children are developing good relationships with staff. They sat on laps, laughed with them, held hands and went to find and sit with staff at the beginning of circle time. Some children showed concern towards each other, helping them collect a cushion and others confidently interacted with staff, us and other children.

Children have good opportunities to make choices and express themselves. During the registration session children sang and waved 'hello' to staff and their friends.

Children received good responses from interactions with staff. They had free choice of where to play and were able to move through the three separate playrooms freely. Children choose what song to sing by selecting a Christmas picture from the bag and they all enjoyed choosing a Santa hat and sitting with it on. They were enthusiastic in their singing. At snack time, they chose whether to sit on a blue or red chair and enjoyed more singing while waiting for their snack.

They responded to staff requests including sharing and tidying up and the majority of children smiled, laughed and played happily together. For example, they dressed up in clothes from the dressing up box, played with shaving foam in the messy play, enjoyed fishing in water with hooks and laughed when they sprinkled glitter in the messy play area.

Children joined in with adult led activities including singing and listening to a story and excitedly rang their bells during song time. Children are given extensive opportunities to develop independence including washing and drying hands, self-serving their baked beans and drinks and using a spoon to dish out bananas.

Children showed pride when completing activities; for example after giving out plates and cups one child smiled broadly, when a staff member praised them.

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 excellent multi agency procedures to identify specific health needs and additional learning needs. Practitioners are aware of their responsibilities in relation to the safeguarding and supervision of children in their care.

Our findings

Practitioners have a very 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 with all staff up-to-date in these important areas. Leaders and practitioners are clear about their role in dealing with concerns and in liaising with safeguarding agencies and professionals and were able to evidence their role clearly during discussions.

There are effective procedures for dealing with children's health needs and appropriately completed accident and incident records shared with parents. We saw evidence of involvement of a wide range of other professionals where concerns about children existed. Practitioners encourage children to take a healthy approach to their dental hygiene and all children have opportunities 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 snack of beans on toast and banana with either milk or water to drink.

Practitioners are aware of their role in relation to supporting children's behaviour and there is positive support for children in terms of their social behaviour. Practitioners act as positive role models for children in their care and we observed them speaking respectfully to each other and the children they were caring for. They used positive reinforcement and praise very effectively during the inspection. Practitioners gave 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 effective support. A number of children had additional learning needs; clear multi-agency records and strategies included appropriate referrals to other services to ensure they reach their potential and receive the help and support they require. Records demonstrated a clear and consistent procedure to identify children's progress and relevant information shared with parents and professionals.

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 used during play activities, singing and story time ensured that children were given the opportunity to develop their language skills. Children are encouraged to be as independent as possible in relation to their self-help skills; we saw them serve their own snacks and pour their drinks as well as passing plates and cups to their friends. At playtime and going home time, they were encouraged to find their coats and bags and put them on independently. Practitioners have close links with the nursery teacher at the school and the other primary school 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 Gors Community Primary School. The playgroup is adjacent to the nursery class, which helps children with the transition to school. The environment is spacious, clean, stimulating and child friendly, offering excellent spaces for play and learning. There are 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 dedicated entrance for the playgroup and number coded baffle locks on the doors. The recently redecorated play areas are clean with well-maintained internal and outdoor spaces. Practitioners ensure that areas remain clean and clutter free when sessions are operating, we observed staff clearing up the messy play areas after each session. Regular fire evacuation drills are conducted three monthly to ensure that practitioners and children are aware of emergency procedures. Unnecessary risks to children have been identified and as far as possible eliminated.

The premises offer three indoor play spaces set up following the foundation phase stages allowing children to play freely and move easily from one area to another. The outdoor area is spacious and safe and provides children with opportunities for a wide range of play. A number of playhouses in the outdoor area offer children a wide variety of outdoor play. There is a wide range of play equipment and ride on equipment to promote children's balance, co-ordination and overall physical development. The well-designed playrooms mean children can move easily from one play area to another, all rooms benefit from good natural light. Resources are readily to hand in low-level storage and there are excellent toilet facilities and a dedicated nappy changing room to facilitate children's independence. There is a reception area for the storage of bags and coats and children have their own pegs and are encouraged to find it and hang up their bags and coats independently. Leaders ensure that children have access to an excellent 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. Children benefit from a range of cultural resources to extend their understanding of the world, the reception signage is in several languages, which respects the cultural identity of the children attending. Although the service mainly operates through English, there are Welsh books 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, which ensure it operates in line with regulations and national minimum standards. There are extremely effective partnerships with other professionals and clear systems in place to ensure that the service regularly carries out reviews of the service

Our findings

Leaders have excellent systems in relation to the service records and documents, which were clear, well recorded and regularly reviewed. The clear vision for the service reflected in the statement of purpose, is subject to regular review and shared with parents. There is a wide 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; all were reviewed in March 2019. However, although staff were aware of their specific responsibilities under the 'Prevent Strategy' there was no mention of this in any of the policies.

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 through e learning and formal, structured training days. Training records clearly indicate when refresher training is due and plans put in place on the training matrix to book this in advance. Well-organised staff recruitment files with all of the required information including thorough pre-employment checks were clearly recorded, indexed and stored securely.

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 *'thank you for helping our child become the confident little person they are today'* and *'thank you for all your help and support, our child thoroughly enjoys and always comes home smiling'*. However, the review did not highlight improvements to the service or set out any future development aims.

Partnership with parents is very strong and well established. The registered person undertakes a home visit prior to the child starting at the service. During this time, all of the required paperwork is explained and necessary forms and contracts signed which means on the child's first visit the focus is on them from the start. Parents have regular opportunities to visit the service for updates on their child's progress; these sessions called 'Toddler Talk' take place every term. Leaders organise play and stay sessions where parent participation is welcomed, and a white board outside 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 based at the service enables early identification of individual needs of children. Other agencies involved with the service include visits from, for example, Speech and Language services, Dietetics, 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 the two following recommendations;

- extend the quality assurance report to identify improvements made and any planned developments and
- provide a statement to demonstrate the services awareness of their specific responsibilities under the 'Prevent Strategy'.

6. How we undertook this inspection

This was a full inspection conducted as part of our normal schedule of inspections. The inspection process involved one inspector visiting the service for approximately five 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

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Fiona Gibbard
Person in charge	Amy Williams Victoria Hann
Registered maximum number of places	40
Age range of children	2-3 years
Opening hours	Monday to Friday 9am -11.30am 1pm- 3.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 July 2017
Dates of this inspection visit(s)	11 December 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 06/02/2020

