Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sweetpeas Flying Start Playgroup

Somerton Primary School
Nursery Unit
Hawthorne Fosse
Newport
NP19 9AB



Date Inspection Completed

05/12/2024

Welsh Government © Crown copyright 2024.
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.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Sweetpeas Flying Start Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Newport City Council Child Care and Play Service
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Good**
Leadership and Management	**Excellent**

For further information on ratings, please see the end of this report

Summary

Children have a strong voice and know their attempts at communication is recognised by staff. They are extremely happy and really enjoy their time at the setting, engaging meaningfully in the excellent opportunities for play and learning. Children develop important skills within an extremely nurturing setting. Children interact well and form close bonds with their peers and staff.Staff provide a warm and friendly child-centred setting. They are extremely professional and work seamlessly together as part of a team. Staff understand how to keep children safe and effectively promote children's health and development. Staff provide an interesting variety of stimulating and fun activities, to support children's learning. Staff care for children in an environment which is spacious, clean and secure. The indoor and outdoor areas are welcoming and friendly and provide a rich environment for play and learning. Staff use the space and facilities effectively to meet the needs of the children and they identify any unnecessary risks and eliminate them as much as possible. The leadership and management of the setting is strong. Leaders at this service are enthusiastic and committed to providing high quality childcare. They have extremely thorough processes in place to ensure staff are fully involved in working together to provide excellent care for children. There is a clear culture of continuous improvement and building strong partnerships with parents and other agencies to support children to reach their full potential.

Well-being Excellent

Children have a strong voice and have many opportunities to make choices. They decide what they would like to play with from the numerous activities on offer. Children choose freely from an extensive range of developmentally appropriate and stimulating resources which promote their all-round development. Some children choose to spend most of their time outside in the garden area whilst others happily explore the indoors. A child gestured that they wanted to listen to Christmas songs. Staff acknowledged this and willingly played a variety of requested music whilst they all sang and danced along together.

Children are happy, relaxed, and confident. They develop strong attachments with their key staff, seeking them out for comfort or to celebrate success, and bonds of trust are evident. Children are also comfortable to approach other familiar people when they need help or reassurance. They feel secure by knowing the daily routines and confidently respond to directions from staff. For example, joining in the 'rolling snack' routine when they are hungry. Children playing alone, are content and were supported by staff to follow their own interests.

Children's behaviour is exemplary and the interactions between them all and staff are consistently good. They are learning how to play together, share, and make friends at the setting. On the rare occasion it is required, children respond positively to gentle reminders from staff to '*share with our friends'* or to slow down and use kind hands. Children confidently spoke to us, telling us about their play and asking us to join in. Children enjoy talking to each other about what they are doing and what they can see. For example, children showed each other the different fish they had caught with their fishing rods.

Children are curious learners; they are motivated, animated and engaged in their play and learning. They enjoy interesting and stimulating opportunities, concentrating for extended periods of time. For example, some children thoroughly enjoyed playing with the leaves outside, picking them up and throwing them high in the air, smiling and laughing when they fell to the floor. Children are motivated to make their own choices and direct their own play. For example, children who show a flair for drawing are given many opportunities to develop their mark making skills, with staff celebrating their creations within the playgroup and with parents at the end of the day.

Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully and to problem solve effectively. They enjoy choosing their plate and where to sit at snack time. Children also pour their own drinks and use serving utensils independently. Children join in when tidying up and nearly all have a go at putting coats on to go outside.

Care and Development — Excellent

Staff work very effectively to keep children safe and healthy. They fully understand and embed the setting's policies and procedures into their practice. Staff provide healthy food and drinks through the 'rolling snack' routine and support children to be physically active both inside and outside. They sit and eat with the children at snack time, encouraging them to explore different textures and tastes as well as providing opportunities to serve themselves. Staff respond warmly to children's requests when they want more or if they ask for an alternative. They work effectively to keep children safe; frequently moving around the various areas interacting with children or supporting them. Staff have a thorough understanding of their responsibilities to protect children. They answer confidently about what to do if they had any child protection concerns.

Staff create extremely positive relationships with the children. They interact with them in a warm, caring and relaxed manner. Staff frequently offer praise and encouragement, and they are excellent role models to the children, prompting *"please"* and *"diolch"* when appropriate and engaging with them at mealtimes to support their social skills. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. They speak softly to the children and regularly remind them why it is important to share and take turns during their activities. Staff skilfully use distraction methods to avoid conflicts. When two children wanted to play with the same doll, staff encourage them to go and find a similar doll so they can play alongside each other.

Staff are extremely motivated, and keen to promote children's development and support them to reach their full potential. They operate a key worker system, but all staff know the children's individual needs very well. They monitor children's progress effectively, conducting regular observations and using developmental 'next steps' systems to identify how to plan for progression. Staff communicate with each other consistently and are aware of their individual roles in delivering nurturing, responsive care. Staff attend to children's personal needs promptly and discretely. They set up an exceptionally good range of interesting activities based on what they know children like and adapt this to accommodate their interests on the day. Staff have undertaken very many training courses, which allows them to support the children confidently. They deal with children's interactions sensitively and with exceptional skill. Staff engage with children at their level and use calm voices to guide them. Staff use the Welsh language during activities and children engage well with this. We heard staff and children use Welsh words, phrases and songs throughout the inspection visit.

Environment — Good

Leaders provide a safe, well-maintained, and very welcoming environment. They have detailed risk assessments for most areas of the environment and many activities, and these are reviewed on a regular basis. During the inspection visit there were some fairy lights positioned within reach of children. Leaders reassured us these would be moved immediately. Leaders ensure that annual safety and maintenance checks are completed in a timely manner. There is a secure system for entry to the school and playgroup, and staff ensure that all visitors are signed into the service. Staff complete daily checklists to identify any matters that need addressing such as health, safety, and hygiene. They have good infection control practices which successfully minimise the risk to children's health and safety. For example, during the inspection visit, staff immediately removed a messy play activity after they noticed a child was displaying symptoms of a contagious infection, and promptly sent the child home.

Leaders have organised the space to a high standard and with children's needs at the forefront of the ideas. They provide inviting, well-equipped areas that are light and decorated in neutral colours with many natural materials, providing a calm ambiance. An attractive sensory room is set up which provides children with opportunities to explore different textures, lights and sounds in a suitably quiet and calm space. Leaders have designed the environment so that children have the option to play in the outdoor area when they choose to. The outside environment provides an appealing area for children to play in the fresh air and develop a range of physical skills. There is a canopy area outside which provides shade and shelter. We saw children enjoy playing outside in the rain, splashing in puddles and shrieking with excitement when the wind blew.

Leaders ensure there is a range of resources to stimulate children's interest and imagination. Play resources are varied and suitable for the age of the children. Learning areas are set up to maintain children's interest and extend their skills. Staff have started to introduce some real-life resources into the role play and loose parts areas. The resources are easily accessible to children as they are visible and stored at their level. This ensures that children can always access developmentally appropriate resources that promote their curiosity. There is appropriate furniture for children to sit at to undertake tabletop activities and eat their snacks. The toilets are child sized and support children to develop their independence skills. Some displays attractively present children's work and show photographs of children.

Leadership and Management — Excellent

Leaders are skilled and experienced, providing very robust leadership. There is a clear and inspirational vision for the setting outlined in the Statement of Purpose. There is a strong ethos of child-centred care, and this is evident when you speak to staff. Leaders are very aware of national priorities and developments in childcare. They have developed detailed policies and procedures, which are reviewed and updated when required. Leaders give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes.

Leaders implement effective systems to support meaningful self-evaluation and improvement. They are very approachable and welcome any ideas or suggestions to improve their practice. Leaders of the setting complete a thorough quality of care review each year and consider the views of staff, parents, children and outside agencies. The review highlights their strengths and areas they would like to build on. Staff keep clear records of accidents and incidents. Leaders regularly monitor these to identify any trends, which need to be addressed.

Leaders follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. They are enthusiastic and extremely motivated. Leaders set high expectations and inspire and lead staff effectively. They support staff through regular, meaningful supervisions and annual appraisals. Staff said they feel very well supported in their roles by management and they are happy working within the team. Leaders deploy staff effectively to ensure they meet staffing ratios and children's needs fully.

Leaders have strong partnerships with parents and outside agencies. They have positive links with a wide range of professionals, the community and other stakeholders. Leaders work closely with the on-site school to support successful transitions and promote positive outcomes for children. They ensure all communication is inclusive and valuable. Parents we spoke to said they are extremely happy with the setting and feel staff support and care about them as well as their children. They commented on how their children have great bonds with the staff. Parents said they feel reassured that their children are in "*safe hands*" whilst at playgroup.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
	The provider has failed to ensure full and satisfactory information is in place for all staff.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	Ensure electrical wires are out of reach of children

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 22/01/2025