Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Owls Flying Start Playgroup

Milton Primary School
Hendre Farm Drive
Newport
NP19 9HB



Date Inspection Completed

22/05/2024

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About Little Owls 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	25
Language of the service	English
Previous Care Inspectorate Wales inspection	28 September 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are exceptionally happy and settled and enjoy making choices about what they want to do. They have fantastic fun playing with their friends and have a wealth of choice and opportunities to develop different skills and become independent. Interactions between children and those caring for them are extremely good. Children's opinions and interests are greatly valued and acted on. They have high levels of confidence and learn through a range of particularly interesting experiences.

Staff focus superbly well on the interests of the child, their individual needs and their development. They ask questions which promote discussion and create opportunities to develop early language skills. Staff provide an outstanding level of support for children's individual needs. They interact positively, demonstrating genuine interest, warmth and kindness.

People who run the setting have effective measures in place to ensure the environment is safe, secure and well-maintained. The setting has stimulating indoor and outdoor play spaces for children to explore. People who run the setting ensure the outdoor play space is used daily. They ensure children have access to an interesting range of resources and equipment to nurture children's developmental skills.

People who run the setting ensure they comply with all the relevant regulations and mostly exceed the national minimum standards. They have a clear vision for the future and ensure they manage their team with effective support and continuous training. People who run the setting are passionate and offer a high standard of care to the children. They have developed positive relationships with parents, carers and the community. They work closely with external agencies to guarantee effective care and support to all children attending the setting.

Well-being	**Excellent**

Children are extremely happy and settled at the setting. They are confident communicators and engage with their friends and staff; some felt comfortable to chat to us. For example, one child sat next to us and enthusiastically showed us their colouring, smiling broadly whilst doing so. Children's opinions and interests are highly valued and acted upon and they have the choice of what and where they want to play. For example, children who didn't want to go out into the rain chose to play under the cover, kicking a football back and forth with their friends.

Children feel safe and secure. They show excitement and thoroughly enjoy their play. They have a very strong sense of belonging and are forming positive attachments with each other and staff. We saw children enjoy picking animals out of the box and laugh whilst they took turns making different animal noises. Children are very confident expressing themselves because they receive lots of attention from staff who genuinely consider and respect their wants and needs. Some children play together whilst others play independently, and others engage with a member of staff in their play. For example, some children thoroughly enjoyed making pictures on the craft table whilst other children invited staff to play vets with them in the role play area.

Children interact happily and excitedly with staff during their activities and are inspired and motivated. For example, children shrieked with excitement when playing in the water tray outside. They waited patiently for a go at using the syringe to make the water squirt up high into the sky. Children respond positively to praise and smile proudly when told "*good sharing*" when playing cars with their friends.

Children are highly motivated, curious learners who are engaged in their play and learning for extended periods of time. We saw children complete a puzzle, trying a variety of pieces until finding the correct one. Children eagerly enjoy exploring the resources and using their imaginations. For example, a child enjoyed singing to themselves whilst building a tall tower with the blocks, cheering when it fell over and repeating the process again.

Children have excellent opportunities to develop their independence skills, enabling them to do things for themselves. For example, children enjoy choosing when they want to sit and eat snack and have a go serving themselves. They confidently self-register when they arrive in the morning, choosing their names off a board and adding them to a basket. Children were keen to help put their wellies on to go out in the rain and tidy up at the end of the session.

Care and Development — Excellent

Staff have a consistently sound understanding of their roles and responsibilities to keep children safe and healthy. They have a thorough understanding of safeguarding procedures and implement the policies effectively. First aid and safeguarding training is current and

staff accurately complete accident and incident records and keep parents informed. Staff promote healthy practices and ensure children have plenty of opportunities to play outdoors in the garden. They have appropriate infection control systems in place which successfully minimises the risk to children's health and safety. They ensure children wash their hands frequently and wipe surfaces throughout the day. Healthy snacks are provided along with the choice of water or milk to drink, which children can help pour themselves.

Staff foster extremely positive relationships with children through interacting with them in a warm, caring and relaxed manner. They act as excellent role models and genuinely listen and respect the children's views. We saw staff talk to children about their favourite songs and then took turns to sing their songs with the small group. Staff prompt children to be kind and polite to others. At snack time we heard staff celebrate when children used their manners "*Well done for saying thank you*". Staff are forming trusting relationships with the children and manage any disagreements successfully. They implement the behaviour management policy by using lots of positive reinforcement and subtle distraction methods to avert unwanted behaviour. For example, a member of staff gently encouraged a group of children to listen to each other whilst they all took turns to speak about the 'tap tap' box. Good listening was celebrated whilst children smiled proudly. We saw some Welsh displays throughout the setting however we heard very little Welsh being spoken by staff or children.

Staff focus exceptionally well on the interests of the child and their individual needs. They know the children very well and as a result can provide excellent opportunities for children to learn and develop. For example, we saw staff skilfully intervene when a child came into school and didn't want to join in with the group. A member of staff provided one to one time for the child and allowed them to access a sensory room to help regulate their emotions before they joined in with other the children when they were ready. Staff have exemplary procedures in place to support children with additional needs. They liaise with outside agencies to support children's language development. Staff work alongside parents and carers to promote positive outcomes for children. They take account of the new curriculum and are developing planning and assessment to reflect the changes.

Environment — Good

People who run the setting have good systems to ensure the environment is safe and secure. They keep a log of visitors and accurately record times of when children and staff attend. Staff conduct fire drills to make sure children and staff know what to do if they must leave the premises in the event of an emergency. People who run the setting have trialled a lock down drill in line with on-site school. Risk assessments are in place to ensure unnecessary risks to children are eliminated as far as possible. There are comprehensive

policies in place that ensure the environment is suitably safe, secure and well maintained. Consistent cleaning routines result in a clean and pleasant indoor environment.

People who run the setting ensure the environment has good indoor play space for children to move freely. They ensure the outdoor play space is used daily and children are encouraged to wear wet weather clothes to access the garden when it's raining. Staff understand the importance of outdoor play to promote children's development and well-being. The outdoor area is safe and secure and offers a range of good play opportunities and equipment, including ride on toys, construction yard role play area, water play and climbing equipment. The areas and equipment promote the development of a wide range of skills.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have good variety and choice. They provide stimulating resources for all ages and stages of development, which contribute to the children's all-round development. We saw children explore construction play, sensory activities, small world and creative activities. Children can access toys and resources easily, as they are stored at low level or within their reach. The sensory room provides a stimulating space for small groups of children to explore, or it can be used as a quieter place for one to one time when required. People who run the setting are committed to providing stimulating resources, including books, jigsaws and dolls to promote children's curiosity about the wider society, through celebrating equality and cultural awareness.

Leadership and Management — Good

People who run the setting have a strong vision that they share with others and have a good understanding of their responsibilities as a provider. They are committed to providing an effective service. The setting's Statement of Purpose accurately reflects the service provided and meets the National Minimum Standards. People who run the setting have a number of policies and procedures in place which mostly reflect the service offered. The setting's disciplinary policy did not make specific reference to disciplinary action relating to the care of children. People who run the setting ensure the relevant Disclosure and Barring

Service (DBS) checks are in place for all staff and the responsible individual associated with the setting. There is valid public liability insurance.

People who run the setting ensure staff have suitable first aid training and provide opportunities for further professional development. While recruitment procedures are generally robust, this is not consistent as, as one member of staff had an incomplete employment history. People who run the setting carry out, and document, suitable supervisions as well as annual appraisals with staff. The performance management process is good and there is a culture of continuous professional development. Staff told us they felt supported in their roles and had good opportunities to attend courses and undertake training.

People who run the setting complete a suitable quality of care report annually. They seek the views of parents and carers as well as the staff and children. People who run the service have responded to views and made improvements to the service. For example, people in charge regularly attend cluster meetings and share information with staff. They ensure appropriate contracts are in place for the children in their care and obtain relevant permissions from parents.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are good systems in place to keep parents well informed about their child’s time at the setting, through verbal communication and the setting’s online platform. Parents told us how supportive and helpful the staff are and how much the children enjoy attending the playgroup. Parents also told us how well their children have developed their early language skills and grown in confidence.

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. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

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 13 (Day Care) - Suitable Person	Ensure records contain full employment history for staff

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Develop the use of the Welsh language
Ensure the disciplinary policy makes reference to disciplinary action relating to the care 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.

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