Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Little Buttercups Playgroup

The Woodlands Building
Forest Children`s Centre
Partridge Way
Duffryn
NP10 8WP



Date Inspection Completed

29/02/2024

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About Flying Start Little Buttercups 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	13 and 15 September 2017
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.'

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

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

Summary

Children are content and well-settled. They are forming relationships with staff and each other, which helps them feel safe and valued. They can make some choices about how they spend their time, and they are confident in their environment. They have some opportunities to develop independence and other skills through the range of activities, but this is sometimes limited.

Staff are well qualified, professional in their manner, and have a good understanding of how to keep children safe and healthy. Children benefit from warm relationships with motivated staff who have a good understanding of each child and are able to meet their needs suitably. Care giving is relaxed and interactions are managed appropriately.

Managers ensure the play environment is safe and secure, but the layout and resourcing of the play spaces requires further consideration to ensure children have good opportunities to engage in a variety of interesting play experiences. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks.

Managers ensure parents and children receive a consistent, quality service which is well run. They are committed to improving outcomes for children, reflecting on practice and are proactive in planning for the continuing professional development of staff. Parents are very complimentary and speak highly of the staff and the care their children receive.

Well-being — Adequate

Children have some choice about what activities they want to take part in from the selection made available. Children confidently move between a cutting and sticking activity, small world people in castles, sand and water, sensory resources and puzzles. When they voice their preferences, this is often listened to, such as a request for a certain resource. Many children feel confident in the setting. However, they have little ownership over their play space as little of children's own work is displayed, which can impact their sense of belonging. Children are supported to engage through non-verbal means; staff use flashcards and Makaton to reinforce what they are saying if children are uncertain.

Children are content and settled. They have developed warm relationships with staff and are confident to approach them for guidance or comfort. Children settling in benefit from staff who are warm and considerate of them, providing lots of comfort and encouragement. Children are beginning to form friendships in line with their age and stage of development. They play happily together or alongside each other. Children are comfortable in the familiar routines and activities on offer. They are confident to explore the play space, bringing out resources as they wish.

Children are learning to co-operate, take turns and share, and their behaviour is becoming guided by their sensitivity to the emotions of others. They demonstrate an appropriate understanding of what is expected of them whilst at the setting. Children are learning to negotiate their play and some of the older children are learning to play co-operatively. Children enjoy the praise they receive for positive behaviour, and they interact well with staff and other children. They are developing a sense of right and wrong and are becoming self-disciplined.

Children find some enjoyment in their play. We saw they were active and curious throughout the session. They moved freely around their play space, interacting with toys and activities staff had laid out. However, we observed few occasions where a child persevered and created any depth of play, instead flitting between activities without being able to develop a focus. Children's opportunities to follow their interests and develop their learning and play is also limited by the routines of the setting, which disrupt the time available for children to play.

Children are encouraged to do some things for themselves. Some help staff tidy away the toys and some helped bring chairs to circle time. However, opportunities for developing independence skills are not sufficiently promoted, such as helping to prepare and serve at snack time.

Care and Development — Good

Staff are successful in their roles. They are clear about their responsibilities and have good knowledge of how to keep children safe and healthy. They speak confidently about safeguarding procedures and know managers will be responsive to any concerns they raise. Staff implement effective procedures for recording the administering of medication, accidents, incidents and existing injuries. Managers monitor these regularly to identify any trends and take necessary steps to address the trends. Staff provide children with healthy and nutritious snacks. The setting is working towards accreditation with the healthy eating scheme the 'Gold Standard Healthy Snack Award'. However, they are not providing children with free access to drinking water throughout the session. Staff provide access to physical exercise; time outdoors for play is included every day.

Staff work very well together to support and promote children's social interactions and behaviour. They are good, positive role models for children in their care, treating each other and children with respect and kindness. Staff take time to give clear instructions and explain what is expected. They also respect the children by giving them time to think before answering questions. Staff are encouraging of children's effort and praise this. Staff have a calm manner when managing behaviour. No significant issues of behaviour management occurred during the inspection, largely due to the positive approach taken.

Staff provide a nurturing and caring environment in which children's play and well-being are promoted. Staff have a relaxed, happy and caring nature when interacting with the children. The staff group are keen to ensure they are good facilitators of play and development; staff speak passionately about their desire to improve the outcomes for children in their care. They are considerate of the children's views and conscious to allow them to express themselves. Staff engage well with small groups of children during play, meaning children can interact with them and staff can support their play and development. Staff plan a selection of activities to be available to the children each day, sometimes based on upcoming events and children's interests. Children are largely able to access these as they wish. Staff also lead small group sessions with the children which focus on speech and language development. The approach staff take to planning activities and recording children's development is shortly to be changed to come in line with the new Curriculum for Wales, and leaders explained to us that significant work had gone in to ensuring the new approach worked well for staff and children. The Welsh language is well included in the provision through incidental phrases and instructions from staff and signage. Children with additional learning needs (ALN) are well supported by staff. The setting works in strong collaboration with external agencies and families, and the ALN lead has attended training in the new ALN framework.

Environment — Adequate

Managers and staff ensure the environment is safe and secure for children. They ask all visitors sign in and out of the building. They implement suitable risk assessments and undertake daily safety checks of the areas used by children. All staff are responsible for ensuring good hygiene throughout the day. They undertake fire drills with children and record these appropriately. However, the regularity is not sufficient to ensure young children have an adequate understanding of the procedure. Managers ensure necessary insurance is up to date, as well as routine safety checks for the building and appliances, such as an annual gas safety check, fire safety equipment and an electrical systems safety certificate for the building.

Managers and staff maintain the environment appropriately and provide a child friendly space, which is suitable for the age of the children cared for. They store many resources at low level allowing children to access them independently, supporting their free choice. They provide child-sized tables and chairs for children to do activities. However, the indoor play spaces need further consideration to support children's play and development. We found the decoration to be very limited; there were few examples of children's own work for them to feel proud of, or decorative items to make the space feel welcoming. The layout and use of the play space hampers children's activity, disrupting free-flow and limiting play space. Children have access to an outdoor play space adjacent to the playroom. We saw the children love to play outside, even when it was raining. However, the outdoor space is not being used to its potential, as it is not effectively resourced to support children's play and learning.

Children have access to an adequate range of toys and equipment. However, the approach to the resourcing of each area of the playrooms does not ensure they are sufficiently interesting for children, allowing them to follow their interests and develop their play. Few natural materials or real-life item are included in the toys available to children, with much of the provision being plastic. Resources which reflect the Welsh culture or support multiculturalism are also limited.

Leadership and Management Good

Managers are skilled and experienced and overall, manage the service well. They have a clear vision for the setting, reflected in the statement of purpose. There are clear policies and procedures which reflect the setting and current practice. Staff work consistently in line with these to support the smooth running of the setting. Operational records contain the necessary information. Records of children's information are complete. Managers employ an appropriate number of suitably qualified and experienced staff to care for the children. Managers have high expectations of staff and support and challenge them to do their best.

Managers are committed to improving outcomes for children and families. They have written a comprehensive quality of care report detailing what the setting does well and an action plan of what they want to improve. Managers undertake this review annually as required, and take into account the views of children, parents, staff and outside agencies such as local authority advisory staff.

Managers are effective in overseeing and supporting staff, and prioritise activities responsively to ensure that children's needs are met in a timely manner. They have high expectations of staff and support and challenge them to do their best. Staff are well organised, and the resulting relaxed care environment has a positive impact on children's mood and their interactions. Staff told us they enjoy working at the setting and feel passionately about the service they provide for children and families. Managers undertake robust recruitment procedures, ensuring that a sufficient number of suitably qualified staff are employed. They ensure mandatory training is kept up to date and staff benefit from considerable, high quality, additional development training. Staff receive regular supervisions and appraisals to reflect on their practice. Additional supervision support is also provided for staff dealing with complex safeguarding matters if they occur.

Managers and staff value highly the positive relationships that have been developed with both the community and parents. Staff told us that the relationships they build with parents are at the heart of the service they provide and are vital to making the positive impacts for children. They are very keen to ensure parents can approach them at any time, and strive to build on the positive relationships they have established with parents. We spoke to parents who were very complimentary about the care provided to their child. Managers ensure parents have all the information they need to make an informed choice about using this service, and keep them informed on a regular basis.

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 12 - Food and drink	Ensure fresh drinking water is freely available to children at all times
Standard 24 - Safety	Ensure that fire evacuation drills are carried out more regularly to ensure all children are familiar with the process to follow in an emergency

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)
Opportunities for children to develop skills and independence should be further promoted
Ensure that the indoor and outdoor play environments are used to their full potential

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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