Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Twinkle Tots Flying Start Childcare Centre

Malpas Court Primary School
Whittle Drive
Malpas
Newport
NP20 6NS



Date Inspection Completed

10/09/2024

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About Twinkle Tots Flying Start Childcare Centre

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Newport City Council Child Care and Play Service
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	25 May 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	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children arrive and settle well, they quickly become relaxed and comfortable in their surroundings. They have choices and access a good range of resources that allow them to follow their interests and develop their skills. Children form good relationships with staff and learn to interact well with others.

Staff implement effective policies and procedures to ensure children are safe and they promote a healthy lifestyle. Staff interactions support children in developing a range of skills through effective communication and making experiences sociable. They provide a range of suitable resources and respond well to children's interests.

The environment provides a safe and secure space for children. It is generally well maintained and provides suitable area for children to play and learn. Although not all the outdoor facilities are always made available. The management team ensure resources are of a good quality and appropriate for the ages and stages of development of the children.

Managers understand the service and care they offer, and they manage it well. Self-evaluation is embedded in practice and improvements are made that benefit the children. Staff work well together and are managed effectively to ensure information is shared and training needs identified. Good relationships are developed with parents and other agencies to support them in providing suitable care for the children and their families.

Well-being Good

Children have choices and freely move around the setting. They can choose to play indoors or outside and freely move between the two. For example, a child was playing outside and decided they wanted a dinosaur to play with. They went indoors, got the one they wanted and took it outside to add to the mud kitchen. Children use verbal and nonverbal forms of communication to confidently express themselves and their needs. Those with limited speech effectively show staff what they want through pointing and babbling, and staff responded well, ensuring they felt happy as they were listened to and understood.

Children settle well and very quickly, considering they only attend for a short amount of time. Nearly all children arrive happy and separate well from their parents, as they feel content and secure. Children who are upset, are given the support and comfort they need to help them feel relaxed and parents know their child would be cared for. During the inspection we observed new starters having their first session away from parents. Most happily and excitedly sat on chairs in a group singing songs and then brush their teeth. Children are provided with support to get them used to the routines and allow them to gain a sense of belonging. For example, a younger child at first was reluctant to go into the playroom to start their session, on seeing their friends and key worker they beamed with a smile and ran to the waiting group to play.

Children enjoy playing alongside others and learn to share and cooperate. They are given encouragement to help them begin to understand the needs of others. For example, two younger children were encouraged to find more mini cars when they wanted the same as another child was playing with. Children are learning to be well mannered and polite, saying please and thank you at appropriate times.

Children actively engage and freely explore, following their own interests. For example, a child showed an interest in the mud kitchen outside. They explored it using the spoons and bowls pretending to make a cake mix scooping soil into small containers. Other children joined in with staff outside to do mark making using chalks. Indoor activities are mirrored outside, some children sat indoor in the arts and craft area doing a cutting and sticking activity.

Children develop a range of skills appropriate for their age and stage of development. The free availability of resources allows the children to be independent during their play. The activities provided support children to be creative, solve problems and progress in their learning. For example, children enjoyed matching puzzle piece to form the picture and others happily played in the role play area or sat quietly looking through a verity of books.

Care and Development — Good

Staff are effective in implementing policies, procedures and routines to ensure children are safe. They have up to date safeguarding training and understand the procedure to follow should they have concerns about a child. Registers accurately record children and staff attendance, so everyone is correctly accounted for. Regular fire drills ensure staff and children are aware of the procedure to follow in an emergency. Staff spoken to were confident in talking through the emergency fire evacuation procedures, they know the route to the meeting points and showed us how they would exit the setting.

Staff undertake cleaning routines and personal care to help prevent the spread of infection. This includes encouraging children to wash their hands at appropriate times and cleaning tables before and after each session. Staff encourage children to be healthy. They provide nutritious snack such as fruits and bread sticks and offer water or milk to drink. Regular opportunities are available for children to be active and get fresh air as they have access to the outdoor space.

Staff have a lovely manner with the children. They help create a calm, welcoming and friendly environment where children feel safe and happy. Staff use appropriate language to help children settle, they are patient when some children find separating from parents hard. They get involved in the children's play and experiences, teaching them good social skills and making their play more sociable. For example, during rolling snack a member of staff is stationed at the table. Helping children choose snacks and teaching them to sit together at the table, chatting with each other about their day. Staff talk with the children about their experiences, making the time enjoyable. Staff use effective behaviour management strategies that are appropriate for the children's ages and stages of development.

Staff are committed to providing a good range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during outside play, a small group of children were encouraged to trace around their hands using their finger in soil in the mud kitchen, modelled first by a staff member. The child brushed the soil with their hands to which the staff member pointed out that it had now *"all gone".* The child enjoyed trying out and repeating the new word. Staff promote children's development by providing a balance of adult led and free play opportunities. Staff give children the choice to engage with activities which appeal to them or to play their own games with friends. Some staff use incidental Welsh throughout the day to good effect. They operate a key worker system, but all staff know the children's individual needs well. They monitor children's progress effectively, conducting regular observations and using developmental progress tracking systems. Staff support and provide for children with additional learning needs (ALN) and show awareness of the need to provide a flexible environment and routine for children with such requirements.

Environment — Good

The management team ensure the environment is a safe and secure space for children. Access is secure and controlled through the main entrance and visitors are asked to sign in and out. The managers ensure all areas are risk assessed and hazards are managed suitably or eliminated where possible. Daily checks are completed by staff. For example, part of the outdoor area was perceived to be unusable because the grass had grown long, and staff could not be satisfied that the ground was suitable for play.

The indoor environment is well maintained, both playrooms are light and bright. It is a child friendly space where children have suitable room to play and learn. The smaller room is occasionally used for quieter sessions or when children need time to settle. The setting has suitable facilities including toilets, handwashing and a kitchen area for preparing food and drinks. There is direct access to a secure outdoor space. The area is specious and sheltered so children can choose to continue to play in all weather conditions. The outdoor play area also has a grassed area where children can use their imagination to role play or use the apparatus. However, we were told that this was currently not useable as the maintenance team who manage the outdoor areas had not cut the grass. This limited children from using the full opportunities of the setting.

Managers and staff effectively consider the ages and stages of development of the children attending and plan and provide suitable resources. In the main, staff plan developmentally appropriate toys and activities and these are well maintained and suitably stored so children can access them independently. Areas of learning have been created to inspire children to play. These include a role play area, small world area and book areas. There is good selection of natural materials available for children both inside and outside play.

Leadership and Management Good

The management team have a good understanding of the setting and service they offer. They make sure policies and procedures reflect current practice and are updated regularly. The statement of purpose gives parents the information they need to ensure it is the right care for their child. Paperwork is complete and organised effectively so information can be found when needed, including children's records.

Self-evaluation is embedded in practice. The managers, staff and the RI ensure they complete an annual quality of care. They collect views of staff, children and parents and use the information to make improvements. For example, they have introduced evaluation sheets for each session. The deputy is responsible in recording the activities to make notes on how successful the session has been or if any improvements are needed.

The management team have developed a good team of staff who work well together. They fully understand their roles and responsibilities, helping to ensure the sessions run smoothly. There is an effective recruitment procedure in place and staff files contained all the required information. This ensures staff have the right qualifications, experience and checks before starting work so they can be sure they are suitable to care for children. Regular meetings, supervisions and appraisals are held between managers and staff. This allows information to be shared and training needs to be identified. However, staff supervision records need to be more reflective of staff practice.

The management team provide staff with support and share information so they can provide suitable care for their key children. For example, parents complete a short profile on their child identifying their likes, dislikes and routines. This provides staff with the individual information on each child so their needs can be met. However, further information gathering regarding profile sheets would further help staff in getting to know the children better. Managers and staff work closely with outside agencies to support children and families in providing suitable care. This includes other services and family support workers.

Children and parents benefit from a service which is committed to improving outcomes for children. The setting has established trust and good communication links with parents. Parental questionnaires in the quality-of-care review show parents are very happy with the service provided. Some parents noted their child's verbal communication has vastly improved, and they named the setting as the key to the improvements. Other parents felt very support by the whole team, and they knew their key person very well. Managers told us that they hold parent's events where they discuss children's development on a regular basis. During the inspection we noted some children were attending their first session away from parents. We saw parents having discussions with staff and those who were anxious were given time to stay with the children until they felt it was suitable to leave the setting.

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

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 22 - Environment	Ensure planned work including general maintenance is undertaken in a timely manner to ensure suitability of both the indoor and outdoor environment for children's use.
Standard 5 - Records	Ensure children’s individual files include comprehensive information to help staff get to know the children well at the start of their placements.
Standard 5 - Records	Ensure that staff supervisions include comprehensive information regarding how individual staff are progressing in their practice.

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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