Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Robin Goch Flying Start Playgroup

Darent Close
Monnow
Newport
NP20 7SQ



Date Inspection Completed

23/09/2024

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About Robin Goch 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	30
Language of the service	English
Previous Care Inspectorate Wales inspection	16 December 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	**Adequate**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children's wellbeing is good. They express themselves and their needs confidently and know they will be responded to appropriately. They are happy and settled as they form positive relationships with staff and meaningful friendships with each other. Children are learning to share and cooperate with others. Children enjoy their experiences and have opportunities to develop a range of skills through their play.

Staff implement adequate policies and procedures to keep children safe. However, not all staff feel confident and know how to raise a referral should they need to. A healthy lifestyle is promoted by staff through the food and drink offered daily. Ensuring children have free flow access to outdoors for fresh air and exercise. Staff manage interactions well and they are good role models. Activities are planned to support children's learning and development.

The environment is good. It is safe and secure. Risk assessments and daily checks are completed well. The environment is child friendly and creates a warm, welcoming and fun atmosphere. It is spacious and provides exciting areas for children to play and learn indoors and outside. Resources and equipment are suitable for children and inspire them to develop a range of skills and have a variety of different experiences.

Leadership and management is adequate. The management team are committed to providing sound levels of care. They regularly review the setting, making improvements that have a positive impact on the children. Staff supervision records and some policies and procedures need to be broadened. Managers have a suitable team of staff who work well together to ensure children are supervised effectively and have a suitable range of experiences and opportunities. Good relationships are developed with parents so information can be shared appropriately and regularly.

Well-being Good

Children have a strong voice. They have good opportunities to make choices and decisions about which resources they would like to play with. Children choose to have snack in their own time from the rolling snack table. They confidently choose their seats and select the food they want, either verbally or by pointing. Children move freely between different activities. They feel safe, happy, and comfortable. They are content and show enjoyment.

Children are mostly settled and happy. They form close relationships with each other and staff and are familiar with routines. We observed some strong bonds of affection. For example during a period where a child was upset, they sat down with a staff member and calmed down. Children express themselves well, both verbally and through non-verbal cues. They receive immediate responses to their requests and prompts. For example, when a child pointed to a book the staff member responded immediately and sat on the floor with the child, looking at and discussing the content of the book.

Interactions between the children and the staff are consistently good. The children co-operate well for their age. For example, indoors they shared the resources when playing with the play dough tools and cutters. Children have a sense of belonging and are beginning to form friendships with each other. During free play, most of the children played outdoor in the large garden area. As it had been raining one of the children picked up a broom and started to sweep the excess water into the gutter grid by the door. The child copied a member of staff doing this earlier and continued the task. On seeing this, other children wanted a turn. A member of staff noticed the curiosity and added washing liquid which created lots of bubbles and foam. All the children playing outside were thrilled and started splashing and jumping in the water. Other children played alongside one another in the sand play area under a large canopy making shapes. They enjoyed sitting with a member of staff who invited another child who was watching saying "*Would you like to try making shapes with the sand? Look you fill it and then turn it over and tap tap tap. See that's a lovely shape you have made."* The child looked proud of the shape they had made.

Children show good levels of engagement in their play and learning. They confidently engage in adult-led and child-initiated activities. For example, children take part in cutting and sticking activities and some children enjoyed covering their hands with paint and printing on paper. Children have opportunities to develop their skills and independence in line with their age and stage of development, which enables them to do things for themselves successfully. For example, they access the sink with support to wash their hands and place the paper towel in the bin independently. They also feed themselves at snack times and retrieve resources independently. Some children attempt to put on their all-in ones and wellingtons before accessing the outdoor play. They gain a sense of achievement from what they do as they beam with smiles.

Care and Development — Adequate

Staff are aware of their responsibilities to keep children safe and healthy. They implement effective cleaning and hygiene procedures. Staff maintain appropriate systems for storing food safely. They use disposable aprons and gloves whilst assisting children during nappy changing. Nearly all staff members are aware of safeguarding procedures. However, not all staff members spoken to confidently know how to make a referral and did not know where safeguarding information kept. Staff complete accident forms appropriately and ensure parents are notified of any bumps to head or injuries that need to be observed over time. Staff take turns to complete registers which are generally accurate. However, during the inspection accurate numbers of the morning session was not recorded for both staff and children.

Staff manage interactions positively. They act as positive role models, treating children with kindness and care. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem. They encourage the children to say ‘please’ and ‘thank you.’ Staff manage the children’s behaviour well, encouraging the children to wait their turn and to be kind to their friends. For example, staff encourage children to take turns and explain the need to share and be kind. Staff know the children well and have positive and close bonds with them. Staff understand the children’s preferences and are sensitive to the needs of each child. Nappy changing is carried out with dignity and care and the procedure is followed correctly by all staff members. Snack times are calm and organised. Staff ensure snacks are served with care and not rushed.
Staff support children’s learning in a positive way. They are knowledgeable about children’s development and plan activities accordingly. They assess children’s progress frequently and monitor their learning and development well. However, children’s next steps in learning is not always clear. Staff are committed to promoting the Welsh language. They use Welsh words and phrases frequently with the children, naming colours, numbers and alternating between English and Welsh in shorter sentences. Staff provide a balanced learning environment where children follow their interests as well as structured activities. For example, cutting and sticking or autumnal painting activities. Staff are effective at extending children’s learning and ensure they engage with them in meaningful ways during their play activities. Staff are aware of children’s needs, routines, and habits.

Environment — Good

The management team have good systems to ensure the environment is safe. The premises both inside and outside are secure. Managers ensure they keep a record of visitors. Risk assessments are in place to ensure unnecessary risks to children are eliminated as far as possible. They ensure annual safety checks are carried out and these are evidenced in the operational files. We saw good hygiene practices during snack times, minimising risks to everyone's health and safety. Staff use appropriate PPE when cleaning and changing nappies. The kitchen area is well equipped, and staff ensure children do not enter the area.

The management team, ensure the premises are warm, welcoming and child friendly. The indoor areas are light, clutter free and give children space and freedom to move around. Managers and staff plan areas which are well arranged and presented with care. Offering purposeful opportunities for rich learning experiences, encouraging curious learners to explore. They ensure children have considerable freedom to safely explore their indoor and outdoor environment. Managers and staff alike, understand the importance of outdoor play to promote children's development. They ensure children have access to the outdoor area throughout the sessions. The setting offers a large outdoor area which is safe and secure with a range of good play opportunities and equipment. For example, the outdoor play areas have a canopy, so children can use the facilities in all weather. Staff ensure children can independently access resources by providing low-level storage, furniture, and equipment both indoor and outside. This supports their development and self-directed learning.

All staff ensure children access a wide range of good quality and age appropriate resources. . They are varied to keep children's interests and are sufficient in quantity to give children plentiful choices. For example, there is a range of craft resources, jigsaws, a role play kitchen area with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. The outside paly areas reflect indoor activities well. Equality awareness is promoted throughout the practice.

Leadership and Management — Adequate

The management team have a sound understanding of their responsibilities as a provider. They are committed to offering a suitable service. Generally, the setting's policies and procedures reflect the service, are well written and are shared with parents. However, we noted some policies such as the lost child policy did not include the contact details for the local safeguarding board nor Care Inspectorate Wales (CIW). The setting provides a clear Statement of Purpose that suitably reflects the service provided. They 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.

The managers ensure there are enough staff on duty each session. Most staff have valid first aid training. Staff matrix demonstrate suitable staff deployment. The matrix helps the manager maintain information regarding qualifications and any additional training staff may have received whilst working at the setting. We looked at staff supervisions, annual appraisals and monthly 'check in' records and noted these were regularly documented. However, staff supervision records did not reflect staff practice. Staff spoken to, told us how much they enjoyed working at the setting and their pride and enthusiasm was obvious, "*I love it here".* And *"I am new here, but I feel I have settled quickly as everyone is so supportive".*

The management team have completed a suitable annual quality of care report. They seek the views of parents and carers as well as the children. They ensure appropriate contracts are in place for the children in their care and they provide a reliable service. The managers maintain all relevant permissions from parents. Children's contracts are sufficiently documented.

The management team work closely with parents. They keep them well informed about all aspects of the service, providing daily feedback on the children's time with them, both verbally and through an app. We spoke to some parents during the visit, and all were very complimentary of the service provided, *'They're absolutely amazing here".* And *"My child settled quickly and look forward to coming to the sessions."* The management team, understand the importance of working in partnership to ensure children experience all the support required to meet their individual needs.

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 5 - Records	Ensure registers are completed in a timely manner clearly recording accurate numbers of children and staff for each session.
Standard 3 - Assessment	Improve observations and assessments records to consistently include children's next steps in learning.
Standard 20 - Child protection	Ensure all staff understand basic safeguarding knowledge and know how to raise referrals.
Standard 5 - Records	Ensure that staff supervision records include comprehensive information regarding how individual staff are progressing in their practice.

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)
Ensure the lost children policy include contact details for the regulator CIW and safeguarding board.

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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