Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sunshine's Pre-School

Llanfoist Fawr Primary School
School Way
Llanfoist
Abergavenny
NP7 9FD



Date Inspection Completed

16/07/2024

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About Sunshine's Pre-School

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	The Committee of Sunshines Pre-School
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	20 and 21 June 2023
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	**Adequate**

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

Summary

Children have good opportunities to make choices and influence the direction of their play. They are happy and relaxed in their relationships with staff, showing significant trust and warmth. Children behave kindly and considerately, communicating effectively with both adults and their peers. They are independent and confident in their own abilities.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They supervise children well and care for them in a kind and nurturing manner. Staff support children's learning and development effectively and facilitate a variety of stimulating activities based around the interests of children.

People who run the setting have effective systems and procedures in place to ensure the environment is safe, clean and secure. The premises are welcoming, friendly, and provide a good space for children to play both indoors and outdoors. Resources provided are varied, interesting and age appropriate.

The leadership and management of the setting is appropriate. People who run the setting are generally organised. They have suitable policies and procedures in place to guide the running of the setting. They ensure all staff are appropriately qualified and experienced to care for children.

Well-being Good

Children are settled and show enthusiasm for the setting. They are confident to independently explore available resources and also enjoy bringing in their own resources to share with their friends. Children make choices freely and put requests to adults confidently. For example, they ask for more water to paint onto a piece of outdoor equipment. They share their views with staff during role-play and shape sorting games. Older children greatly appreciate the opportunity to move freely between the outdoor and indoor environments throughout their sessions. Younger children can choose to spend time outdoors at set times.

Children have warm relationships with staff and readily approach them. They settle quickly, with some running to staff members for a hug on arrival. Children gain comfort from choosing the colour of their ice pack after a small bump and feel valued when staff show interest in their experiences. They receive lots of encouragement and praise from staff when learning new skills, which gives them the confidence to play, learn and explore.

Children respect each other and the resources appropriately. They happily share building blocks and work together to help each other onto climbing apparatus, "*I'm helping you up*!" Some children engage exceptionally well for their age and stage when role-playing a doctor. They chat and pass medical equipment and 'notes' to each other as they examine dolls and staff members acting as patients. Children invite others to play in a shop role-play area and delight when others respond to their call of "*Open, open, shop's open*!"

Children greatly enjoy their freedom to engage with activities of their choice. They can concentrate for an extended period on a range of activities such as washing a climb-on caterpillar, telling a staff member "*There's mud on him*!" Children experiment thoughtfully while playing together in sand and when pushing a pushchair away from them to see how far it rolls. They wait beautifully to take their turn to carefully pick some beetroot they have grown together.

Children have many opportunities to develop their independence skills through a variety of routines. Older children hang their coats up and wash their hands unprompted on coming in from the garden as they are very familiar with routines. They fetch their own toast and banana at snack time, and pour their own milk asking, "*Ga i llaeth*?". Younger children develop appropriately for their age by eating and washing their hands with growing independence.

Care and Development Good

Staff follow clear policies and procedures to ensure children are healthy and safe. They demonstrate effective hygiene practices such as wiping tables and regular handwashing. Staff use effective methods of ensuring food and drinks are served safely. They manage allergies and food requirements effectively. Staff members follow nappy and clothing changing procedures and record changes appropriately. They recognise signs and symptoms of abuse and are aware of their responsibility to report safeguarding concerns to the relevant authorities. People who run the setting track safeguarding concerns effectively and make referrals appropriately when necessary. All staff members have first aid training, and they implement clear procedures for recording accidents, incidents and pre-existing injuries. People who run the setting review these regularly to identify concerns or patterns and take action to address anything identified. Staff follow procedures for administering medicine. Staff ensure children are always well supervised; they work 1:1 with children on higher risk activities such as woodwork. People who run the setting carry out regular fire drills although these do not always take place at different times of the day to ensure all part time children know how to exit the building safely in an emergency.

Staff deliver warm, skilful care. They know the children well and meet their individual needs thoughtfully. They identify opportunities where children may wish to be independent, for example by asking "*Shall I put the lid on or would you like to do it*?" Staff offer consistent praise and encouragement to provide reassurances and boost confidence, such as "*That's an amazing answer*!" They thoughtfully encourage sharing, "*You can do it together, I love sharing*," and provide clear explanations for behaviours. For example, they explain that spilling the sand out of the tray will make the floor slippery. They act as good role models through positive, friendly interactions with each other and children.

Staff support children's learning and development well. They use questioning effectively to encourage children to think and discuss. For example, when children picked the beetroot they had grown, a staff member asked them if they could identify the different parts. Staff have embraced the new Curriculum for Wales and skilfully identify children's interests and experiences and use them as a driver for learning. They plan a range of stimulating activities, alongside free play and impromptu activities instigated by children. Staff observe children closely to identify their next steps and track their development. They provide effective support for children with additional needs through working closely with professionals and attending courses to ensure they understand children's needs and how to meet them.

Environment — Good

The setting is based within a school building. People who run the setting and staff ensure the environment is safe and secure. Staff ensure the gates and doors are locked, and that visitors always sign in at both the school reception and within the setting. People who run the setting have put detailed risk assessments for the building and some specific activities in place, and they ensure these are reviewed at least annually. Staff are very proactive in ensuring emerging risks are removed quickly through the day. They have clear emergency procedures and have ensured that appropriate precautions such finger guards are in place. People who run the setting obtain the appropriate certificates to be assured that the required safety testing has been carried out for the building.

People who run the setting and staff have worked hard to create an inviting, child friendly and stimulating environment both inside and out. All areas have been set up thoughtfully to meet the needs of children and promote curiosity and independence. There is a large, light and airy playroom that provides space for children to move freely and easily. Children have access to an outdoor area adjacent to the playroom that provides them with good opportunities to develop their physical and creative skills. This area is partially covered and thus provides for outdoor play in all weathers. There are clean and accessible toilets, together with handwashing and nappy changing facilities adjacent to the playroom. They are well stocked with soap and paper towels to promote an infection free environment.

Children have easy access to varied and interesting resources that aid their development effectively. They use children's interests and experiences to shape the set-up of the resources. For example, the children showed great interest in a friend who had recently attended hospital, so staff set the role-play corner up as a doctor's surgery. Staff use a good mix of real-life, natural and man-made resources throughout the setting to interest and create curiosity. Children engage well with a range of multi-cultural resources and displays that promote Wales and the Welsh language. Staff have also included photographs of children with their families and pets into displays which helps children to develop a feeling of belonging. In the outdoor areas, children have access to large play equipment and planters that are set up to engage their imaginations.

Leadership and Management — Adequate

People who run the setting are keen to raise standards and provide an effective service to families. The statement of purpose provides parents with information about how the setting runs. People who run the setting have developed a range of policies and procedures which they review annually. They carry out appropriate record keeping through obtaining and storing required information suitably to ensure they are aware of children's individual needs. People who run the setting notify Care Inspectorate Wales of some significant events. They ensure the attendance of children and staff is recorded, although children are not always signed out.

People who run the setting carry out an annual quality of care review of the service. They reflect on their service over the previous year and set clear targets for the forthcoming year. They obtain the viewpoints of children attending and their parents but do not include these in their report. They also do not obtain the views of staff to inform the review. People who run the setting have devised a suitable complaints policy available for parents; they have not received any complaints. They submit a Self-Assessment of Service Statement (SASS) to Care Inspectorate Wales in a timely manner.

People who run the setting and staff members complement each other and work together well. People who run the setting obtain the required information to ensure staff are suitable to work with children and ensure they have a current disclosure and barring service certificate (DBS). They have an effective system in place for monitoring when updates to essential training are required. People who run the setting provide regular additional training opportunities and annual appraisals. They also provide some one-to-one supervision sessions. People who run the setting deploy staff appropriately to ensure suitable ratios of staff to children are always maintained to ensure that children are consistently well cared for. Staff said they feel supported and enjoy working at the setting.

Partnerships with parents are good. Parents that we gained feedback from were very complimentary about the care their children receive. People who run the setting liaise effectively with the school housing the setting as well as local authority and health care professionals.

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
20	The provider must ensure that safeguarding records are stored appropriately and referrals are made in a timely manner.	Achieved

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
28	The provider must ensure that all required information is obtained for all members of 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	Undertake fire drills at different times of the day to ensure all children have opportunity to practise emergency exits.
Standard 18 - Quality assurance	Include the views of staff and parents in the annual quality of care review.
Standard 21 - Notifications of significant events	Ensure Care Inspectorate Wales are informed of all significant events.
Standard 13 (Day Care) - Suitable Person	Increase the regularity of supervisions to ensure all staff have regular opportunities to discuss their professional practice.
Standard 5 - Records	Ensure all children are signed out on registers.

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)
Provide younger children with opportunities for free movement between the indoors and outdoors.

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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