Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Wizards Flying Start

Myrddin Cp School
Disgwylfa Road
Carmarthen
SA31 1TE



Date Inspection Completed

16/05/2023

About Little Wizards Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	21 September 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	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.

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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

Nearly all children are comfortable, settled and relaxed at Little Wizards. They have a very strong voice and are extremely confident making their own choices and decisions. Children's interactions are positive. They are excited about their play experiences and have very good independence skills.

All staff fully understand the policies and procedures to keep children safe and healthy. They promote healthy lifestyles, physical activities, personal safety and well-being. Staff create warm positive relationships with children in their care. Their interactions are consistently engaging and demonstrate sensitive and genuine care for children. Staff ensure children are the centre of their own learning and fully support their choices and interests.

People who run the setting have effective measures in place to ensure everyone understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure and well-maintained indoors and outdoors. The premises is warm, welcoming and accessible to all. Children can access a good variety of resources indoors and outdoors.

People who run this setting have a good vision for the future. They communicate policies and procedures successfully to staff and parents. People who run the setting implement an effective self-evaluation system to support meaningful self-evaluation and improvement for staff. They follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. Partnerships are very good.

Well-being Excellent

Nearly all children are comfortable, settled and relaxed. They benefit from consistent staff who know the children very well. Nearly all children arrive at the setting happy and help themselves to resources of interest alongside their peers and the staff. Children are familiar with daily routines, such as washing hands as they arrive. They wash hands after playing outdoors and sit at the table for their snack, choosing where they want to sit. Children feel valued. They smile as they receive stickers from staff for going to the potty and also for trying unfamiliar fruit and vegetables. Children show close bonds with staff as they hug the staff spontaneously during free play. Children feel a strong sense of belonging at the setting. They move around the areas indoors and outdoors with ease and confidence. Children's voice is included in planning for the current theme; They made pictures of fruits and vegetables that they wanted to grow, and dinosaur play on the theme map on the wall.

Children have a very strong voice. They are confident making their own choices about what they want to do and where they like to play. Children's opinions and interests are valued and acted upon. They show a great interest in dinosaurs and books which are embedded in their play environment. During play, children who wanted their comfort teddies with them were respected to have them and those who didn't want to sit during circle time were given cuddles and comforted by staff.

Children's interactions are positive. They successfully play alongside each other with ease and share resources such as stories, sand play and toy cars. Interactions between children and staff are excellent. Children sat close to staff as they discussed feelings in a story book. Children are developing close friendships with others. For example, at snack time, a child placed her arms around a friend, and they happily sang 'head shoulders knees and toes' and cheered themselves loudly at the end. Children hugged staff members who told them that they had done a good job tidying up and non-verbal children made eye contact with staff and smiled. Children show empathy towards others by helping. They helped staff to take children's water bottles outside on a warm day.

Children are highly excited about their play experiences. They engaged in different play situations and moved around the variety of resources available to them. Children are animated whilst they listen to stories read to them. They eagerly discussed the characters in the book and their feelings, telling staff that thunder was making the character sad and explained what made them happy. Children can name and recognise sounds of different animals in a picture book with staff. They show interest and stimulation in their chosen activities. For example, they enthusiastically played with the dinosaurs in the sand making roaring noises and made sandcastles outdoors. Children enjoy role play activities. They pretend to be superheroes and make pizzas in the role play kitchen area.

Children develop excellent independence skills. They develop these skills mostly through play using their hands to squeeze the water sprays to spray coloured chalk on walls and watering the vegetables, plants and flowers. During snack time they use spoons to eat their yoghurt and have opportunities to cut their fruits and vegetables independently. Children are supported to put their coats on and wash their hands independently. They independently choose their favourite and desired resources during play. For example, they choose to look at books turning pages well, throw and catch a ball confidently, ride trikes and throw hoops as well as creative mark making skills.

Care and Development — Excellent

All staff fully understand the policies and procedures to keep children safe and healthy. They promote healthy lifestyles, physical activities, personal safety and well-being. Staff fully implement the food and nutrition guidance for childcare settings as they encourage children to eat an excellent variety of healthy foods such as seasonal fruits, toast and yoghurt with milk and water. They encourage children to explore and try new textures and tastes and reward them with stickers. They ask children if they want more food and act on their non-verbal cues and verbal requests promptly. Staff carry out very detailed daily environmental checks and regular cleaning is recorded. They effectively keep children safe by implementing effective hygiene practices. They encourage children to wash their hands before eating and use personal protective equipment (PPE) to prepare foods. Nappy changing procedures are implemented in practice. All staff are confident about their understanding in relation to child protection and safeguarding children. They responded confidently to potential child protection scenarios and understand the procedures they would follow if needed. Staff keep records of accidents, incidents, pre-existing injuries and records of medication administered to children. All staff have current paediatric first aid, child protection and food hygiene certificates.

Staff create positive relationships with children in their care. Interactions are consistently warm, engaging and demonstrate sensitive and genuine understanding and kindness towards the children. They offer praise and encouragement to children for good talking and for tidying and accomplishing their goals during play consistently. Staff are excellent role models. They encourage children to say ‘please’ and ‘thank you’ during snack times and demonstrate calm discussions and politeness towards children as they play. Staff fully understand the behaviour policy and consistently use positive reinforcement as well as stickers.

Staff ensure children are at the centre of their own learning. They fully support choices of children, allowing them to have opportunities to explore indoors and outdoors, following their own interests. Staff observe children’s progress and interests and assess children’s development in order to plan their next steps. Staff support and provide for children’s additional needs. They support children’s language skills exceptionally well and use both English and incidental Welsh, including songs, nursery rhymes and books. Staff promote the recognition of numbers, colours, emotions and words in books bilingually using picture books and story books.

Environment — Good

People who run the setting have effective measures in place to ensure everyone understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure and well-maintained indoors and outdoors. There is plenty of room for children to play and learn. People who run the setting effectively organise consistent cleaning routines and daily checks that reflect good safety and hygiene practices. They have appropriate infection control procedures which successfully minimise the risk to children's health and safety. The doors are kept locked at all times and children, visitors and staff are routinely signed in and out. Maintenance and environmental checks are carried out through the school premises. Those running the setting complete and consistently review comprehensive risk assessments that cover all aspects of the environment. Fire drills are practised frequently and records of these are maintained.

The premises is warm, welcoming and accessible to all. People who run the setting use the space effectively, both indoors and outdoors. They ensure the environment meets children's needs and helps to build their confidence to move around freely and explore. People who run the setting ensure children have good use of the outside area frequently and have regular nature walks around the grounds of the school. They care for children in an environment that meets children's needs and enables them to be creative and explore confidently and independently. The furniture is appropriate for children to sit at ease to undertake tabletop activities and eat their snacks. There are nappy changing facilities and a toilet which is at a low level and aids to support potty training and develop their independence skills.

People who run the setting ensure children can access a good variety of resources indoors. They provide good quality furniture and resources that are suitable for the developmental needs of all the children. The outdoors is an enclosed area which provides sufficient room for children to play with a variety of outdoor play resources. These include a large sand area, role play area, mark making area, gardening, climbing and water play area.

Leadership and Management — Good

People who run the setting have a good vision for the future. They communicate policies and procedures successfully to staff that are reviewed annually. People running the setting maintain and share an up-to-date, informative statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards. They ensure that children and staff attendance is recorded and therefore deploy staff effectively to ensure they fully meet children's needs.

People who run the setting implement an effective self-evaluation system to support meaningful self-evaluation and improvement. They are approachable and welcome any ideas or suggestions to improve their setting. People running the setting create a thorough quality of care review which is completed each year and considers the views of staff, parents, children and outside agencies. Highlighting the strengths of the setting, achievements and areas for improvement.

People who run the setting follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. Regular meaningful supervision and annual appraisals are implemented with good training and development opportunities for staff. There is a close positive working ethos between the staff. They feel very well supported by management and they are really happy at the setting.

The self-assessment of service statement has recently been completed. People running the setting had previously not informed Care Inspectorate Wales of changes to the staff at the setting and recent closures. During the course of inspection those running the setting have actioned these notifications.

Partnerships are excellent. People who run the setting have positive links with a wide range of professionals, the school and other stakeholders. They ensure all communication with parents is valuable in order to promote positive outcomes for children. These include photos and developmental journeys of children as well as policies and procedures of the setting. Parents feel that their children love attending Little Wizards as it's a wonderful setting. They enjoy the variety of opportunities for outdoor learning and social interactions. They feel staff meet their children's needs and are always friendly, thoughtful, helpful, respectful and inclusive.

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
28	We advised the responsible individual that improvements are needed in relation to the suitability of workers because not all of the relevant recruitment documentation was available for all 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)
	No NMS Recommendations were identified at this inspection

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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