Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Seren Fach Playgroup

Maesglas Community Centre
Bideford Road
Newport
NP20 3XT



Date Inspection Completed

26/09/2022

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About Flying Start Seren Fach Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Newport City Council Child Care and Play Service
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	25 May 2016
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	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	**Excellent**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children are happy and settled at the playgroup. They develop well as they have a strong voice and solid opportunities to make choices. Children develop trusting relationships with practitioners and increasingly positive relationships with their peers. They have good opportunities to develop their creativity, social skills and independence.

Practitioners are nurturing and promote children's development very effectively at the playgroup. They encourage children's curiosity, letting their interests lead their play and learning. Practitioners manage children's behaviour superbly and they encourage children's social skills consistently. Provision for children with additional needs is particularly strong. Practitioners ensure that all children are safe and healthy.

The playgroup is a secure and safe environment that is accessible for all children. Both the indoor and outdoor areas are equipped with well-maintained, good quality resources and furniture. These are age appropriate and allow children of all stages to develop.

The Responsible Individual (RI) and Person in Charge (PiC) are motivated and manage the playgroup effectively. All policies and procedures are regularly updated and all records are kept securely. The leaders undertake frequent self-evaluation and improvement planning exercises. The playgroup has well-qualified and experienced practitioners who share the management's vision for the service.

Well-being Good

Children are happy and enjoy their time at the playgroup. They quickly settle on arriving and express satisfaction with the wide range of play and learning experiences available to them. Children are confident to independently explore both the indoor and outdoor environment. They make choices freely and can make their requests to adults through verbal and non-verbal methods. We saw many children using and understanding basic sign language to allow them to request a drink or a particular activity.

Children have clear bonds of affection with practitioners. They look to their keyworkers and other practitioners for support and reassurance. Most children gain security from the familiar routines and structures that are designed to allow them to play as they wish. For example, the use of a rolling snack allows children to eat at a time that fits in with their needs and wants. We saw children beam with pride on receiving the reward of a sticker and praise from practitioners for achieving a milestone. Parents are welcome to bring in snacks for their child to share with their friends, which creates a feeling of community.

Children learn to take turns and share in their play. Nearly all children behave and interact well for their age and stage of development, while others are learning to manage their behaviour with the effective support of practitioners. Nearly all children show great care and sensitivity towards each other, considering each other's needs. Nearly all children interact and play kindly together. We saw children working together to put a doll in a highchair and also to draw carefully around each other's hands. With support and guidance, all children are able follow practitioner's instructions.

Children of all stages of development enjoy their learning and play. They are self-motivated to initiate their own play and to influence activities because child led activities predominate. Children have good opportunities for imaginative play and enjoy a range of role-play activities. We saw a child happily playing with a dolls' house for a sustained period of time, chatting to themself and the dolls as they played. Children enjoy drawing in a variety of situations both independently and with an adult. They select colours and are delighted to name them for practitioners.

Children have good opportunities to develop their independence skills when eating their snacks and washing their own hands. They are all familiar with the system of self-registration and take their star from their coat peg to the board independently.

Care and Development — Excellent

Practitioners and management have an excellent understanding of how to keep children safe and healthy. They follow effective health and safety policies and procedures for infection control, nappy changing, toileting and snack time. Practitioners identify and proactively manage emerging risks and act to remove any identified. They provide water and healthy snacks throughout the sessions. Practitioners know children's individual allergies and dietary needs as this information is easily accessible and clearly displayed. They receive regular paediatric first aid and safeguarding training and keep up to date with all relevant information. All practitioners complete accident and incident records appropriately and the PiC analyses these to identify concerns. We saw a practitioner administering first aid appropriately.

Practitioners demonstrate politeness and good manners so that the children understand expectations of social behaviour. They follow a clear behaviour policy and give consistent messages to children. Practitioners encourage turn taking and patience through providing reasons. For example, we heard a child being told, *"There's no space for you at the moment so shall I give you a call when there's space for you?"* Practitioners consistently use hand signals and body language to reinforce their messages which is particularly effective for supporting children with English as an additional language and/or additional learning needs. Practitioners know the children exceptionally well and work in partnership with parents and other professionals to plan for individual needs. They expertly identify opportunities for children to work together positively. We saw a practitioner challenging a group of children to collaborate to find something to stick magnets to.

Practitioners track children's development and progress effectively and identify next steps and skills to be developed. Leaders have identified new schemes and programmes to underpin learning and will begin imbedding these when they have received training. Practitioners take on a keyworker role for specific children. They maintain close two-way communication links with parents to share children's development and progress. Parents are invited to suggest topics and skills that they wish the playgroup to add into their planning. Practitioners support children's imagination and learning naturally; they play alongside them, encouraging number and language development consistently. We heard practitioners using adventurous language to broaden children's vocabulary, *"You can't really see his features."* The playgroup's Additional Learning Needs Coordinator is highly knowledgeable and works excellently with professionals and one-to-one practitioners to provide outstanding learning and development for children with additional needs. This process begins before children start at the playgroup and continues throughout their time attending. All children benefit from sessions such as Talking Together.

Environment — Good

The Responsible Individual (RI) and Person in Charge (PiC) have implemented highly effective systems and procedures to ensure that the environment is safe and secure. Practitioners and children are signed in and out, noting arrival and departure times as required. Access to the building is secure. There are a range of detailed risk assessments in place for all areas of the playgroup. We noted that whilst an internal door was alarmed, the alarm was not always activated, which we discussed with the RI. Leaders conduct fire alarm tests weekly and children take part in half termly fire drills, which are recorded appropriately. Practitioners ensure that toilet and nappy changing areas are clean and hazard-free; they are well-stocked with soap and paper towels. The PiC ensures all building and appliance gas and electrical safety checks are up-to-date.

The playgroup is very welcoming and accessible to all children. Leaders have acted on the advice of professionals to make excellent adaptations for children with additional needs to ensure they have full access to all areas and resources. The main playroom is a bright, colourful and stimulating space. It is thoughtfully zoned for different types of play, with designated areas for sensory play and crafts. Each child has their own accessible peg for storing their belongings. Children have easy access to toilet areas and have frequent supervised access to a small but well-designed outdoor space. Practitioners use a clean, organised kitchen to prepare snacks.

Leaders have provided a wide range of clean, good quality resources for children. We saw children enjoying a variety of resources including multi-cultural toys and puzzles, arts and crafts, foam play, sensory play and small world. Practitioners place resources on low shelves to allow children to reach them independently. The playgroup has sturdy low-level wooden furniture for all children, including adapted chairs for children requiring them. There is a quiet corner with soft seating and an excellent range of sensory stimulating resources such as a light table and bubble tube. Leaders have recently improved the outdoor area by adding canopies that allow for play in all weathers. The area is clean and well-resourced with toys and activities such as sand, water tubes, steps, trikes and a wigwam.

Leadership and Management — Good

The RI and PiC are experienced and manage the service effectively in line with regulations and National Minimum Standards. They lead their practitioners in a shared ethos that is committed to improving standards for children. They have an up-to-date statement of purpose which provides parents with detailed information about what the playgroup offers. The PiC has a thorough system for ensuring policies and procedures are updated and that they make reference to new legislation and guidance. The PiC ensures relevant information is kept and stored securely.

The PiC undertakes a comprehensive annual review of the service and writes a detailed report. Leaders obtain and consider feedback from practitioners and parents to inform this review and identify areas for improvement. This was submitted to Care Inspectorate Wales as required alongside the Self-Assessment of Service Statement. There is a complaints procedure in place and the playgroup has not received any complaints.

The RI and PiC actively support practitioners to provide a quality provision to both children and their families. Practitioners are enthusiastic, knowledgeable and experienced as a result. All files of permanent practitioners hold the required information. Since the inspection, leaders have obtained this information for agency practitioners. The PiC supports further training and the professional development of staff and has a suitable system in place for monitoring when updates to essential training is required. Leaders hold meetings with practitioners weekly to share information and carry out practitioners' supervisions frequently. The PiC is supernumerary and ensures correct ratios of children to adults are always maintained. Leaders oversee a rota system that allows practitioners to ensure that they can observe their key children in a variety of situations.

Leaders work closely with health professionals and outside agencies to ensure a consistent and effective provision. Leaders do not always notify Care Inspectorate Wales when they make a safeguarding referral to the local authority. Whilst this is a regulatory matter, we have not taken action on this occasion as there was no impact on children and leaders are now clear about this requirement. The PiC and practitioners work very closely with parents to ensure they informed of their child's progress. This is via verbal feedback at the end of the day, SeeSaw app and Text2Parent app. Parents told us they feel supported by the playgroup and that practitioners are always there to answer any questions that they have. They spoke highly of the settling in procedures that were specific to every child and their own needs.

Recommendations to meet with the National Minimum Standards

R1. Risk assess the alarmed door to the cloakroom.

R2. Ensure CIW is informed of all significant events in line with Regulation 31, Schedule 4.

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

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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