Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Wings Playgroup - Glyncorrwg

Glyncorrwg Primary School
Bridge Street Glyncorrwg
Port Talbot
SA13 3BB



Date Inspection Completed

23/01/2025

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About Little Wings Playgroup - Glyncorrwg

Type of care provided	Children's Day Care Full Day Care
Registered Provider	LW Community Services
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	10 May 2023
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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 are happy, settled and enjoy attending the setting. They develop well as they follow their interests and confidently explore their play environments. Children interact positively with their friends and staff, co-operating and playing happily together. Their independence skills are developing as they participate in a variety of experiences.

Staff engage well with children and respond to their needs effectively. They plan a range of fun activities led by the children's interests and simultaneously encourage a free play learning environment. Staff have a good understanding of how to keep children safe and healthy.

The environment is safe, secure and clean. There are a range of play spaces and plenty of resources and experiences to encourage the children to play and learn independently. Staff ensure children have access to a good range of age-appropriate resources and equipment, both indoors and outdoors.

Leaders run an effective and well organised setting. They are committed to providing a high-quality service. They have good systems for evaluating and improving their setting. Leaders manage recruitment and staff well. They develop positive partnerships with parents.

Well-being — Good

Children make purposeful choices and move around the setting confidently. For example, they freely choose resources in the role play corner, explore the outdoor area, independently use the paints and brushes and dig for items in the sand pit. Some children express themselves clearly using words and phrases whilst others communicate and express their wants and needs using non-verbal cues such as pointing.

Children arrive happy at the setting and cope well as they separate from their parents and carers. They form close bonds with staff, which has a positive impact on their well-being and motivation. When needed, children seek gentle comfort and reassurance from staff. For example, they approach them when they need help or a little tired and feel immediately comforted by them. Children have a strong sense of belonging because their own photographs and craft work are on display throughout the setting.

Children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement when going outdoors to play in the mud kitchen and push dolls in the buggies. All children are keen to take part in a group activity, where children take turns and role play at being the bus driver, engaging well with the song. Most children concentrate for an appropriate length of time and respond positively to encouragement from staff. For example, when painting and building their own tower. They listen to instructions well, for example when they are asked to put their rubbish in the bin or to help tidy up.

Children develop their independence skills effectively. They know the routine well and take their coats and bags off and place them, with some help, on the coat hooks. Many children complete self-care tasks independently. For example, they wash and dry their hands. Children are learning to serve themselves at snack time, with little support from staff.

Care and Development Good

Staff implement the settings policies and procedures effectively. The safeguarding policy meets requirements. Staff have completed their safeguarding training and respond appropriately to safeguarding scenarios. They follow effective hygiene procedures consistently. For example, they wash their hands regularly and wipe down surfaces. Staff are knowledgeable about their roles and responsibilities in relation to keeping children healthy. They give children safety messages, for example, to sit properly on the chairs and to be careful when walking around the puddle when they go outside to play. They support and encourage children to get fresh air and to provide healthy snack choices. They complete accident, incident and medication records effectively.

Staff communicate well with children and create a calm and relaxed atmosphere. They are positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during snack time, modelling good social and communication skills. Staff share a positive approach to managing children's behaviour and follow the setting's behaviour management policy effectively. They have developed a successful range of strategies to promote positive behaviour, such as a range of distraction methods. They praise children for using their words and sharing resources and this has a beneficial impact on children's behaviour and self-esteem. We heard staff say, *"Well done, good boy/girl and that's lovely"*.

Staff support children's learning and development effectively. They focus well on the interests of the child, their individual needs and development. An effective key worker system enables children to settle with familiar staff who understand their individual needs. The staff team regularly observe children's play and learning to track their progress and this helps staff plan activities to enable children's next steps in their learning and development. Staff are aware of children's individual preferences, likes and dislikes. Staff work well together as a team to build the children's confidence and resilience. They provide interesting opportunities, which are led by the child's choices and decisions. Staff use some basic Welsh at the setting and some staff are keen to attend a Welsh language training course.

Environment — Good

Leaders ensure the indoor and outdoor environments are safe and secure. There are a range of suitable risk assessments in place ensuring staff know how to keep children safe. The external doors are kept locked, and children, visitors and staff are routinely signed in and out of the setting. Staff complete daily checks of the premises and leaders ensure maintenance checks for the building and appliances are up to date. Fire drills are practised regularly and recorded to ensure all staff and children know how to evacuate the building safely in the event of an emergency.

The setting operates from a self-contained building within the grounds of a local primary school. The premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development. Leaders ensure separate areas within the playrooms allow children to choose whether they want quiet time, craft work activities, floor play or role play in the home corner area. The outdoor area is a safe and secure provision supporting children's physical and curiosity development well. The toilets are child-sized and support children to develop their independence skills well and there is a suitable nappy change area.

Leaders provide a good range of developmentally appropriate toys and resources that engage children well. The toys, furniture and play equipment are clean and well-maintained. However, the nappy change mat was split, which is a potential health hazard. Following the inspection, the provider provided evidence that the mat had been replaced. Leaders have begun to introduce the use of more natural and authentic materials in children's play, for example, recycled items for junk modelling. Leaders successfully encourage active learning through activities such as messy play, where children experiment with paint colours and count numbers bilingually whilst building a tower. Resources are stored at a low level so children can access them and make choices independently. For example, we saw a child help themselves to the dolls to wash in the bath in the role play area. There are sufficient play materials to promote cultural awareness and diversity effectively. This ensures that children gain an appropriate understanding of the world they live in.

Leadership and Management — Good

Leaders are committed to providing a high-quality service and they are enthusiastic about their work. They share a clear vision for the setting and have comprehensive policies and procedures in place which contribute effectively to the smooth running of the setting. Leaders regularly review these policies and procedures and ensure staff implement them successfully. There is an accurate and clear statement of purpose. Leaders ensure they collect, record and monitor the required records. We looked at a sample of records including registers, children's records and accident forms, which were overall well-maintained. However, some records were completed in pencil.

Leaders have an effective self-evaluation system in place to help them plan how they will improve their service. This includes using the feedback from staff, parents, children and professionals to review the quality of their care. They have developed a written report which highlights strengths and areas for improvement. For example, developing a photo board and displays and enhancing the outdoors to enable children to grow their own vegetables and herbs.

Leaders follow a safe recruitment process to safeguard children. They have good systems in place to update suitability checks for all staff as required. Staff are qualified and hold up to date certificates for safeguarding, food hygiene and first aid or are in the process of updating some training. Regular supervision and yearly appraisals are in place to support staff development. Staff said they feel very well supported by leaders and they are really happy in their work.

The setting has a good range of partnerships that improve the quality of provision and outcomes for children. Staff keep parents and carers informed about what their children are learning and how well they are progressing through electronic means and via regular informal updates and through the children and families' sessions. Leaders and the setting have effective links with external agencies and the local primary school which supports children in their transitions into the setting and in their next stage of education well.

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	N/A

	inspection	
28	Ensure every staff file contains all the necessary recruitment information.	Achieved
29	Ensure all staff receive formal annual appraisals.	Achieved
25	Ensure the risk assessments detail all identified risks and how they will be managed, reduced or eliminated.	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 7 - Opportunities for play and learning	To further develop the use of the Welsh language and culture.

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 records are completed in ink.

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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