Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Wings Playgroup - Croeserw

Croeserw Primary School
Bryn Siriol
Cymmer
Port Talbot
SA13 3PL



Date Inspection Completed

20/03/2024

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About Little Wings Playgroup - Croeserw

Type of care provided	Children's Day Care Full Day Care
Registered Provider	LW Community Services
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	14 August 2017
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

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 have choices and make decisions about how they spend their time. They settle well and are happy in the care of the staff. Children learn to cooperate and share with their friends and enjoy playing alongside them. They develop and learn a range of skills through their play.

Staff implement suitable routines and procedures to keep children safe. They support and encourage children to have a healthy lifestyle through physical play, and the food and drink choices offered. Staff are caring and responsive to the needs of the children. They interact with them well and provide suitable support, resources, and activities.

The environment is a stimulating and safe place for children to play and learn. Leaders ensure risks are identified and managed well. The spaces used are inviting and child friendly. Resources and facilities are easily accessible and appropriate for the ages and stages of development of the children.

Leaders manage the setting well. They ensure the required paperwork is kept up to date and reflects the care provided. Leaders conduct regular self-assessment of the setting to ensure improvements are made. There is a good team of staff who work well together to ensure the sessions run smoothly. They have positive relationships with parents, providing information and support.

Well-being — Good

Children can choose from the variety of activities and resources available to them. They move around freely, playing in the different areas. Children have a voice and express their needs confidently, knowing staff will respond effectively and with consideration and care. For example, a child expressed that they wanted more to eat. Staff ensured they had the opportunity to help themselves to more snacks and a choice of milk or water.

Children are settled at the service and are happy in the care of the staff. Those children who are new to the setting are provided with appropriate care and support to enable them to settle. Children are confident as they are familiar with the environment and the routines. For example, children knew they had to wash their hands, without prompting, when it was snack time.

Children make positive friendships and enjoy interacting with their peers. Children learn to share and understand the needs of others. For example, a group of children played cooperatively together in the sand tray, digging and attempting to fill bottles with sand. They shared the space and resources well. Children show respect towards each other, staff, and the resources. They are encouraged to say ‘please’ and ‘thank you’ and use the items they play with appropriately.

Children engage well in an activity they have chosen. They enjoy their experiences and play opportunities. For example, all the children thoroughly enjoyed outdoor play, riding the scooters and bikes, jumping on the trampoline and digging in the outdoor sand tray and mud kitchen. Children take part in freely chosen and adult led activities with enthusiasm and interest.

Children have access to suitable activities and facilities that enable them to develop and learn a range of skills. They are supported and encouraged to be independent during their play and the routines. For example, children were encouraged to put their coats on themselves to go outside and during snack they were supported to develop their independence when serving themselves.

Care and Development Good

Staff keep children safe and implement the setting's policies and procedures effectively. They have a good understanding of safeguarding procedures and know what to do if they have concerns about a child. Staff conduct fire drills to ensure children know what to do in an emergency, however, practises are not regular. Accurate records are kept of staff and children's attendance so everyone can be accounted for in an emergency. Records showed accidents and incidents are recorded appropriately and signed by parents to show the information has been shared. Staff have up to date first aid training.

Staff implement appropriate routines to help promote a healthy lifestyle. They provide healthy options for snack including, fruit, cucumber, wraps, dips, and milk or water to drink. They follow good cleaning and hygiene procedures including handwashing regularly and cleaning tables before they are used for snack. Staff ensure children have good opportunities to access the outdoors so they can be active and get fresh air.

Staff are caring and supportive towards the children. They interact with them well to ensure they model expected behaviours. Staff play alongside children and help them learn the importance of sharing and taking turns. For example, a staff member sat with a group of children as they played with the train tracks taking turns to put their train on the track. Staff explained in an appropriate and child friendly manner, the importance of allowing other children to have their turn. Staff are consistent in their approach to dealing with unwanted behaviour. They use age-appropriate explanations and praise children for their 'good sharing'. Staff promote basic Welsh words such as *"da iawn"* and *"diolch".*

Staff have a good understanding of the needs of the children they care for. They provide suitable resources and activities that support children to learn and develop. Staff plan appropriately and track the individual progress of each child, so they know what their next steps in learning are. They are beginning to implement the Curriculum for Wales. Staff work well with outside agencies and parents to support and implement appropriate routines and activities to support children with Additional Learning Needs (ALN).

Environment — Good

The environment is a safe and secure space for children. Entrance to the setting is controlled by staff and visitors are recorded to ensure there is no unauthorised access. Leaders complete risk assessments on the environment to ensure it is a safe space for children. These are reviewed and updated regularly. Daily checks are completed to ensure the safety of children and any hazards identified are removed, made safe or reported to the caretaker. The outdoor area is secure with suitable fencing surrounding the space. Leaders assured us that appropriate electrical and boiler safety checks remain current, however, the certificates were not available for inspection.

Leaders provide children with spacious indoor and outdoor environments. All areas are well maintained, light, bright and create a child friendly and welcoming atmosphere. The main room is appropriately decorated and the displaying of children's work gives children a sense of belonging and pride. There is room for a variety of activities including floor games and tabletop activities. The outside is an inviting area for children to explore and develop a range of skills. There is space for children to use fixed play equipment and climb, balance and crawl through tunnels. Children have free flow access to the outdoor area which gives them an opportunity to get fresh air and be active as often as they desire.

Leaders have equipped the environment with good resources and equipment that are appropriate for the ages and stages of development of the children. Items are stored at an suitable height so children can access them freely. Some storage is bilingually labelled. Inside there are areas of learning for children to access. These include a home corner, construction area and craft area. Children have access to some multicultural resources; natural materials and a few real items are used to enhance children's experiences. For example, there are dolls, books, wood, handbags and a kettle. Outside is equipped with play equipment including a slide, bikes and scooters. All toys and resources are of a good quality.

Leadership and Management — Good

Leaders have a good knowledge and experience of the setting and care they provide. They show dedication and commitment to ensuring they provide a good service. The statement of purpose provides parents with the information needed. They regularly review their policies and procedures. Paperwork is organised. They ensure they collect, record and monitor the required records. The sample of records viewed, including children's registers, children's records and accident and incident forms, were all well maintained.

Leaders have a suitable self-evaluation system in place to help them plan how they will improve their service. They produce an annual Quality of Care report that demonstrates they consult with parents, staff, children and any relevant external agencies to inform their review. Leaders have identified future plans for the service, which include staff training, developing 'children and families sessions' and further implementation of the New Curriculum for Wales.

Leaders have a good team of staff who work together well to ensure they supervise children sufficiently and the setting runs smoothly. Staff are fully aware of their roles and responsibilities and implement the policies and procedures appropriately. Leaders are approachable and staff told us they feel well supported. Regular supervisions and appraisals are held between managers and staff to ensure information is shared and training needs identified. Staff files are complete and evidence there is a robust recruitment procedure in place to ensure staff are suitably experienced and qualified to care for children.

Leaders and staff have developed positive relationships with parents. Information is shared electronically and through discussions with parents at the beginning and end of their child's session. Leaders have good links with the community and external agencies as well as close links with the local school.

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

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	Ensure appropriate safety certificates are available for inspection by CIW.

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 fire drills are practiced more frequently.
Consider including a safeguarding section within the supervision and appraisal documentation.

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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