Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Bluebells Flying Start Playgroup

Alway Centre
Aberthaw Avenue
Newport
NP19 9NS



Date Inspection Completed

15/10/2024

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About Bluebells Flying Start Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Newport City Council Child Care and Play Service
Registered places	17
Language of the service	English
Previous Care Inspectorate Wales inspection	15 October 2024
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 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 each other. They develop and learn a good range of skills through their play.

Staff implement good 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 that are offered. Staff are caring and responsive to the needs of the children. They interact with them well and provide good support, resources, and activities.

The environment is a stimulating and safe place for children to play and learn. The management team ensure risks are identified and managed well. They ensure the areas indoors and outdoors are effectively maintained, organised and are child friendly. Managers organise resources which are of good quality and suitable for the children's ages and stages of development.

Managers lead the setting well. They ensure the required paperwork is kept up to date and reflects the care provided. Managers conduct a 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 good relationships with parents, providing information and support.

Well-being — Good

Children have a strong voice and express their needs confidently, knowing staff will respond effectively and with consideration and care. For example, on observing a small group of children doing a painting activity, a child approached the group and asked, "*I want to paint*". The member of staff sitting with the group invited the child saying "*Of course you can join in, what colours do want to paint with? We are doing Halloween monster paintings"*. The child chose bright colours to paint on black card and the group happily chatted to each other as they continued with the activity. Children can choose from the variety of activities and resources available to them. They move around freely, playing in the different areas.

Almost all 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. For example, a child who was new to setting was given hugs and cuddles during the session. *When the child asked "Mummy?" staff reassured the child immediately saying. "Yes, mummy is coming back soon, look have you seen the cars in box? Shall we look and see which one you would like?*" This helped to distract the child a while longer until their parent came to collect them.

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 messy play area, gathering foam bubbles and trying to make shapes in their hands. Some children noticed the foam had glitter added and they delighted in watching the foam glisten. 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 help to tidy up the items they play with.

Children engage well in an activity they have chosen. They enjoy their experiences and play opportunities. Children take part in freely chosen and adult led activities with enthusiasm and interest. For example, outside a group of children were excited to use a new activity, building with large wooden bricks. The group constructed a bridge, roads and ramps. They raced their toys cars up and down the ramps competing saying which car was winning.

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 are confident in knowing what to do 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, crackers 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 are good role models. 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 looked at books in the quiet area, taking turns to turn the pages of the book. 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 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. They are beginning to implement the Curriculum for Wales. However, monitoring individual progress of each child and their next steps in learning are not fully established. Saff told us that a new format has been introduced but they were awaiting further support before implementing it. Staff work well with outside agencies and parents to support and implement appropriate routines and activities to support children. Staff promote basic Welsh words such as *"da iawn" "diolch" and "*Shwmae*".*

Environment — Good

The environment is a safe and secure space for children. Entrance to the setting is controlled by management, and visitors are recorded to ensure there is no unauthorised access. The management team complete risk assessments on the environment to ensure it is a safe space for children. These are reviewed regularly. Staff complete daily checks to ensure the safety of children, and any hazards identified are removed, made safe or reported to the caretaker. Records such as registers are in the main are accurate in recording actual times of arrivals and departures of the children. However, staff timings were not clear. The outdoor area is secure with suitable fencing surrounding the space. The Responsible Individual (RI) assured us that appropriate electrical and boiler safety checks remain current.

The management team 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 children's work displayed around the room gives children a sense of belonging and pride. There is room for a variety of activities including floor games and tabletop activities. The outside play area is accessed through the gate and away from the playroom. Children do not have free flow access to the outdoor area, but staff ensure that all children are given daily opportunity to get fresh air and be active.

The Manager and staff 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 a suitable height so children can access them freely. Most storage is labelled bilingually. The playroom area includes a home corner, construction area and craft area. Children have access to multicultural resources; natural materials are used where possible to enhance children's experiences. Children can freely select resources such as dolls, books, wooden construction and handbags. Role play and dressing up area are well equipped. Outside is equipped with play equipment including sand play, wheeled toys, giant wooden brick construction. All toys and resources are of a good quality.

Leadership and Management Good

The management team have a good knowledge and experience of the setting and the 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 and these were all well maintained.

Managers 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. Managers have identified future plans for the service, which include staff training and developing further implementation of the New Curriculum for Wales.

Managers have a good team of staff who work together effectively to ensure they supervise children well and the setting runs smoothly. Staff are fully aware of their roles and responsibilities and implement the policies and procedures appropriately. Staff told us that the manger is approachable, they feel supported. The staff team are strong and dedicated, they work hard. Staff we spoke to told us "*I like being part of this team. We support one another and the manager is very supportive"*. Regular supervisions and appraisals are held between managers and staff to ensure information is well documented. Staff recruitment procedures are in place to ensure staff are suitably experienced and qualified to care for children.

Partnerships with parents are good. Staff and managers have developed positive relationships with parents. Information is shared electronically and through verbal discussions with parents at the beginning and end of their child's session. The management team have good links with the community and external agencies as well as close links with the local nurseries. Parents spoken to during the inspection process told us that they are very happy with the playgroup. Some parents have returned to the playgroup with their second and third children. A parent told us "*I feel pleased that the staff take our religious dietary requirements seriously. If staff are unsure of certain foods, they offer they check with us if what they are offering meets our requirements. It is very important to us as a family*". And "*Since my child has come to the playgroup his speech has come a long way, he is a confidant happy child*".

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	
	Registers for staff and children not completed consistently.	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 5 - Records	Ensure daily registers include times of arrival and departures for all staff.
Standard 3 - Assessment	Ensure observations and assessments are completed regularly and they include children's next steps in learning.

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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