Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Angels Flying Start Herbert Thompson

Herbert Thompson Primary School
Plymouth Wood Road
Cardiff
CF5 4XD



Date Inspection Completed

21/10/2024

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About Little Angels Flying Start Herbert Thompson

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	LITTLE ANGELS FLYING START NURSERIES LTD
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	27 June 2019
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	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children are very happy and settled at the setting. They have great fun playing with their friends and staff and have a wealth of choice and excellent opportunities to develop a variety of skills. Children freely choose what they want to play with. Children's independence is consistently encouraged throughout their time at the setting.

Staff are extremely professional, well qualified and passionate about their roles. They implement the setting's policies and procedures well. Staff are extremely patient, kind and caring towards each other and the children. They support children's learning and development through a wide range of planned and spontaneous activities led by the children's interests and developmental needs. Staff keep highly valuable records of children's progress.

The environment is very clean, welcoming and well organised. Children can access resources independently. The indoor play area is spacious, and children have access to an excellently equipped outdoor area. The environment is safe and routine safety checks for the building are in place.

Leadership and management of the setting is excellent. The management team is strong and extremely passionate about providing an outstanding service. There is an extensive range of policies and procedures to support the running of the service which are updated regularly. Parents we spoke to were extremely happy with the level of care provided to their children and families.

Well-being Excellent

Children have many choices and opportunities to make decisions about how they spend their time at the setting. Children of all ages and stages of development express themselves very well. They know staff listen to their needs and wants and show an interest in their play. Children's voices are strong at the setting. Their likes and dislikes are recorded and used to plan future activities which are of interest to them. For example, a child came in with some lavender from their morning walk to the setting and showed a great interest in this. Staff spoke with the child's parent and asked them to collect more so they could add it to their clay area to enhance it further. This gives children a sense of pride and belonging.

Children are very happy, settled, confident and enjoy attending the setting. Most children cope well with separation from their parents/carers and have a good understanding of routines which gives them a sense of security and belonging. They have developed strong bonds of affection with their caregivers. For example, we saw children seek out staff when they needed re-assurance or a cuddle. Children are beginning to develop positive, healthy relationships with their friends and staff in line with their age and stage of development. They play happily alongside each other and welcome visitors to the setting. For example, children showed a great interest in us during the inspection. They happily showed us what they enjoyed playing with at the setting. Children benefit from learning Makaton signing and each week they learn a new sign of the week. Children copied staff by signing the word 'building'. Staff told us that typically, by the end of the week, children can confidently sign the sign of the week independently.

Children are highly motivated and engaged in their play and learning. We saw children engaged in activities such as clay moulding, mark making on a large scale and water play outdoors. They show good concentration skills and join in with activities on offer to them enthusiastically. They benefit from an excellent variety of age-appropriate play and learning resources. Children are independent in making choices of what they wish to play with. We saw children eagerly choose activities from the vast selection on offer to them. Children invite staff into their play. For example, we saw a child say, *"I want you to play*." To which the member of staff responded "*ok, let me wash my hands and I'll be with you".*

Children develop an excellent range of skills as they play. They have exceptional opportunities to develop their independence skills. We saw children serving themselves and pouring their own drinks at snack time. Children gain a sense of pride and belonging from attending the setting. For example, we saw a group of children engaged with a member of staff talking about the photographs of them and their families which are displayed within the setting.

Care and Development — Excellent

Staff implement procedures to a very high standard to keep children safe and promote their development and well-being. They have a clear understanding of the safeguarding procedures and their responsibilities to keep children safe and report any concerns. Staff have easy access to children's information and have sound knowledge of children's allergies, dietary requirements, and medical needs. They are confident in recording accidents, incidents and existing injuries. The person in charge (pic) evaluates accidents, incidents and existing injuries to identify any trends and to monitor where and how these are happening throughout the setting. Healthy eating is given high priority, and menus evidence the provision of healthy meals and snacks. Children are encouraged to wash their hands independently at regular intervals during the session. For example, we saw children washing their hands before their food is served, after playing with messy play and after using the toilet, mostly this was done without any prompting from staff. Staff ensure children have access to daily outdoor play experiences with a free-flow system in place, offering them the benefits of physical exercise and fresh air. Staff practice regular fire drills with children so that they know what to do in the event of an emergency. There are in-depth, comprehensive policies in place, which are regularly reviewed. All staff read the policies and adhere to them day to day.

Staff have a very strong understanding of the children's needs. Staff treat children kindly, calmly and practice appropriate behaviour management strategies. Staff interact with children in a kind, patient, and caring way. They chat naturally with children to support their play and learning. Staff have a sound understanding of child development, and its impact on children's behaviour. We saw staff members gently and clearly reminding children when tidy up and circle time was approaching. They gave the children a verbal warning and showed them a coloured circle to indicate time to play was nearly up. Staff act as excellent role models. They have good relationships and communicate well with each other. This ensures children are appropriately supervised and supported throughout the day.

Staff have excellent skills and knowledge to identify children's individual needs and plan appropriate play and learning opportunities which lead on from children's interests. Staff have recently implemented new planning which follows the child's lead in line with and to reflect the Curriculum for Wales. We saw examples of planning where children had facilitated their own activities with staff adding resources and equipment to further enhance their learning. Staff support children's learning and development very well. They consistently observe children's play and learning to track their progress. They use a variety of observational frameworks which support the children and their development. For example, staff told us that they use a language assessment which identifies any language delay child may have. These help staff plan activities to enable children's next steps in their learning and development. Systems are in place to monitor and identify any emerging or additional learning needs children may have.

Environment — Excellent

The premises are warm, safe and excellently maintained. The entrance is secure and locked doors and gates ensure only authorised access is granted by members of staff. In-depth, comprehensive risk assessments are in place for the premises and activities carried out. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to children's safety. The indoor and outdoor environments are secure and provide a good space for children to play and learn.

The environment is extremely welcoming and very child friendly. It provides light, bright, spacious, and very exciting areas for children to explore and develop their awe and wonder. Calming neutral décor and photographs displayed of children and their families create a cosy home from home atmosphere. The main playroom is very well organised to promote all areas of children's development. A purposeful range of resources, including real life, multicultural and diverse items promote children's awareness of cultural diversity and the world around them. For example, there are a selection of Welsh and English books along with bilingual Urdu and English and Arabic and English story books for children to access independently. Wall displays include examples of photographs of children in their play and examples of their creative work which celebrates their achievements, giving them a sense of pride and belonging. The resources in the outdoor area are of excellent quality and is set up to promote children's curiosity and exploration. For example, children benefit from having access to water play, balancing apparatus, an outdoor kitchen and a large building area enhanced with real life equipment such as hard hats, hi-vis jackets and plastic guttering pipes along with a cosy reading nook.

The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of all children who attend, which are clean and fresh. Children are encouraged to close the toilet door when able to use the toilet independently. Liquid soap and hand drying facilities are easily accessible to support children's independence when addressing their personal care. Toys and resources available to the children are of an excellent quality.

Leadership and Management — Excellent

Leadership and management of the setting is excellent. The pic is very well supported by the area manager and the Responsible Individual. They have a clear vision for the future of the setting and are always looking to improve on already excellent practice. The statement of purpose is clear and accurately reflects the service provided to children and their families.

People who run the setting ensure that documentation is well organised and easily accessible. Staff files are thorough and all relevant pre-employment safety checks are completed to ensure all staff are suitable to work with children. All staff receive regular supervisions and annual appraisals. There is a detailed quality of care report in place which celebrates the setting's achievements and helps plan for future improvements. This report considers the views of children, staff and parents. We saw examples of feedback gained by parents which allows leaders to make improvements should they be needed.

There is a clear system in place to easily identify that staff's Disclosure and Barring Service (DBS) checks are current. Staff have up to date mandatory training such as first aid, safeguarding and food hygiene. Staff access a wide range of additional training which are mainly sought through and run by the local authority. There are enough qualified and experienced staff to ensure children are well cared for at all times. Staff we spoke to told us that they enjoyed working at the setting and that they felt supported by the whole management team. When cover staff are required at the setting, the pic ensures that they are familiar with the daily routines, highlights any issues they should be aware of and makes them aware of any children they should be aware of.

Excellent links have been developed between staff and parents. Parents we spoke to told us that they were exceptionally happy with the care provided to their children. Parents also told us that they valued staff updating them on their children's developments, in particular when developmental milestones have been achieved while at the setting. There are excellent forms of communication between the setting and parents including daily verbal feedback. Excellent working relationships have been developed between staff and outside agencies, such as the Flying Start advisory team, Inclusion Support Team and Flying Start Health Visitors to best support children. Excellent links have been developed between the setting staff team and the nursery staff team at the primary school, where the setting is based. The half term before children begin at the school, they have transition sessions for one hour per day. This gives children a good opportunity to get to know their new environment and new staff they will be around in the nursery class. Parents commented that they were very happy with this arrangement.

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 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)
	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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