



Inspection Report

Little Angels Flying Start - Happy Days

**Adamsdown Primary School
System Street
Cardiff
CF24 0JF**



Date Inspection Completed

28/11/2024

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About Little Angels Flying Start - Happy Days

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	2 July 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.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are very happy, relaxed and enjoy their time at the setting. They have excellent opportunities to make choices and decisions about how they spend their time. Children are developing positive, healthy relationships with their friends and staff. They have superb opportunities which encourage their curiosity, extend their learning and enable them to follow their own interests.

Staff are attentive, warm, patient and offer reassurance to children when needed. They engage extremely well with them, supporting their play and building their confidence. Nearly all staff have a good understanding of their roles and responsibilities to keep children safe and healthy.

The environment is safe, clean and secure. Leaders ensure there are strong systems in place to maintain a safe environment. There is a wide range of equipment and resources both indoors and outdoors to encourage children to play and learn. The environment provides children with good opportunities to make independent choices in their play and develop their self-help skills.

Leadership and management of the setting is good. There is a strong commitment to consistently improve the quality of the setting. A few operational aspects require further embedding to ensure the extensive range of policies, procedures, and documentation are fully implemented. There is a robust culture of continuous improvement and investment in staff is strong. Staff are happy at the setting and feel supported in their roles. Relationships with parents and professionals are good.

Well-being

Excellent

Nearly all children have excellent opportunities to make choices and decisions about how they spend their time. They can freely move between the indoor and outdoor environments. Children have access to a wide range of toys, resources and exciting activities. They choose where and what they want to play with. We saw a member of staff reading a story to a child, while sat on a bike in the outdoor environment. Children demonstrate they feel empowered to make choices in their play. They express themselves confidently, as they know their wants and needs will be considered and respected. For example, children choose which songs they want to sing during carpet time and whether they wish to join in at snack time.

Nearly all children are very happy and settled at the setting. They are extremely comfortable in their surroundings and are familiar with daily routines. They feel valued and have a strong sense of belonging. We saw children running into the setting excited and ready to play. They know exactly where to put their bag and personal items and are warmly greeted by staff. Children clearly enjoy being in the company of each other, forming warm and affectionate friendships and developing secure relationships with staff. We saw, children chatting away to staff and their friends discussing their recent Diwali celebrations while engaged in activities. Children receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

Nearly all children have exceptional opportunities to develop, learn and use their imagination. Children fully immerse themselves in their play. They experience a sense of excitement and empowerment when exploring their interests freely. For example, children engage in imaginative role play, using the playhouse as their shop where the window becomes their counter. They request various items and pay for them via their imaginary card payment machine. Others go exploring for worms under the tyres, using their magnifying glasses to look at the details and take turns to hold them. Sharing in the experience together.

Children are beginning to develop a wide range of skills as they play and engage in routines. They have many opportunities to become independent, enabling them to do things for themselves. Children access the bathroom independently, washing and drying their hands. They successfully use the peddle bin to put their used towels in with confidence. At snack time children competently pour their own drinks, scrape any uneaten food off and proceed to wash their own plates after eating. This promotes children's self-help skills and builds their self-esteem.

Care and Development

Good

Nearly all staff have a strong understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of beneficial policies and procedures to guide staff and outline expectations. Staff have a good knowledge of safeguarding and the procedures to follow. They are aware of their duty to report any concerns and are confident in the steps to take should this be required. Staff implement procedures to record and review details for any children who attend the setting with a pre-existing injury. However, this process is not always consistently followed. Staff complete accident and incident forms, which are shared with parents in a timely manner. Staff administer medication and maintain records in accordance with the policy.

The setting provides children with snacks which encourage healthy eating practices. Staff adhere to robust procedures when managing children with allergies, intolerances, and preferences. Individual risk assessments are completed for children with known allergies to outline steps to mitigate risks. Staff ensure snack times are calm, social, and enjoyable experiences. Opportunities for children to chat together in small groups are encouraged. Staff follow rigorous infection control procedures. For example, when following Environmental Health guidance specific to the setting, preparing snacks and assisting with tooth brushing. Additionally, staff promote good hygiene practices by reminding children to wash their hands after using the toilet or following engaging in activities, such as handling worms, thereby embedding good hygiene routines.

Nearly all staff interact extremely well with the children and build positive relationships with them. They are attentive, warm, patient and offer reassurance when needed. They are aware of the children's needs and recognise when they are unsettled, identifying ways to support them. For example, staff skilfully distract children if they become upset, suggesting activities which interest them, meaning that they calm down quickly. Staff implement a positive approach to behaviour, frequently praising and reinforcing positive behaviour in line with the setting's behaviour management policy. Staff implement the use of a traffic light system, which provides children with clear warnings when transitioning between different tasks. Therefore, supporting their understanding that an activity is coming to an end soon. For instance, staff use a visual sign of a yellow circle along with telling children that 'free play is about to end'. This is then followed by a red circle and an instruction that the activity has now ended. Thus ensuring that children's play is not unexpectedly interrupted.

Staff know the children very well. They carry out regular observations of the children to enable them to track their progress, development and identify their next steps and interests which they plan for effectively. Children with additional learning needs are supported well. Staff are beginning to embed the use of basic sign language to support communication with children. The Welsh language is also embedded purposefully, through singing songs and introducing basic incidental Welsh during activities and routines.

Environment	Good
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Leaders ensure staff follow strong procedures to maintain an environment which is safe, clean, and secure. Visitors, staff, and children are accurately recorded on arrival and when leaving the building. Regular fire evacuation drills are carried out. However, records viewed showed these are not carried out at different times to include all children. Maintenance and safety checks are completed promptly. Leaders have developed a range of risk assessments, along with some flow charts and check lists to maintain a safe environment. However, risk assessments do not fully consider all areas of the setting and not all potential risks are identified. For example, the use of netting along the fence in the outdoor area has become loose in parts and accessible to children. Leaders took immediate action to address this matter.

The environment offers good facilities to care for children. The playroom is equipped with high quality and suitably sized furniture for the age of the children. The layout of the playroom supports children to move around freely. Children can independently access the bathroom which is situated just off the playroom. The nappy changing facilities are easily accessible and well equipped.

Leaders provide a wide range of open-ended authentic resources and toys which are of good quality. Real-life, natural, re-purposed and recycled items are used to enhance all areas of the environment, enhancing play experiences. For example, dressing up clothes, include traditional clothing such as Sari's, Chinese and Welsh lady dresses, reflecting a range of cultures and instilling a positive identity for children. Real life experiences are mirrored by using resources such as a real kettle, lamp and jars filled with rice and pasta in the role play area. The use of loose parts such as various logs, pinecones, wood slices, and cutters, are positioned next to the playdough station. This enables children the opportunity to decorate their creations, promoting creativity and curiosity. Resources are organised and displayed attractively on low level shelving units, so they are easily accessible and inviting to children.

The outdoor play space is accessible directly from the playroom and is of a good size. The space offers a range of experiences. For example, a low-level climbing frame and balancing beams provide physical challenges for children to take appropriate risks in their play. The wide selection of various ride along and peddle toys enable children the opportunity to whiz around the space freely. A mud kitchen area along with a playhouse, supports creativity and imaginative play. A building area stocked with items such as water pipes, small tyres and blocks facilitate children's construction play. This promotes opportunities for children to problem solve and foster a spirit of innovation when creating large structures in the outdoor environment.

Leadership and Management

Good

Leadership and management of the setting is good. The person in charge receives continuous guidance and support from the area manager and the responsible individual. However, during the inspection, we identified a few operational aspects that require embedding to ensure the setting fully adheres to the extensive range of policies, procedures, and supporting documentation. For example, staff were not aware that the parent information pack had been recently updated. A comprehensive statement of purpose enables parents to make an informed choice. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Worthwhile information is sought to support the child's experiences at the setting. Permissions are sought for a range of activities. For example, staff to administer emergency first aid and for children to take part in the Designed to Smile tooth brushing scheme.

There is a strong commitment to consistently improve the quality of the setting, thereby promoting positive outcomes for both children and staff. Leaders have responded positively and promptly to recommendations for improvement identified during the inspection. Leaders carry out an annual review of the service, consulting with professionals, parents, staff and children well. They set new priority actions for the coming year which drives improvement. There is a commitment to holding regular team meetings where key information is shared with staff such as, safeguarding matters. Staff have regular beneficial supervisions and annual appraisals.

Leaders understand their responsibilities to ensure staff are recruited safely, have the necessary qualifications and experience required to care for children. New staff undertake a probationary period which includes a robust induction process. This supports staff to understand their roles and responsibilities of the setting. Leaders value the importance of having a team of well-trained and confident staff. They provide in-house training, alongside ensuring nearly all staff have completed their mandatory training. Staff have opportunities to enhance their skills by attending additional training, such as Speech and Language development in partnership with Flying Start. This embeds a culture of continuous improvement. Staff we spoke to told us that they enjoy working at the setting and that they feel well supported.

Positive relationships have been established between staff and parents. Feedback received indicates that parents are very happy with the care provided to their children. Effective working relationships have been developed between staff and external agencies, such as Flying Start and the Inclusion Support Team to support children. Additionally, strong connections have been formed with the school where the setting is located.

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	
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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 20 - Child protection	Ensure robust recording and monitoring processes of all existing injuries is consistently followed.
Standard 24 - Safety	Ensure fire drill practices are carried out at different times of the day to ensure all children are practiced in these processes.
Standard 24 - Safety	Ensure risk assessments include all aspects of the setting.

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)
Continue to embed day to day management practices in accordance with established policies and procedures.

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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