Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Petals - Waun Wen Flying Start

Waun Wen Primary School
Lion Street
Swansea
SA1 2BZ



Date Inspection Completed

09/09/2022

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About Little Petals - Waun Wen Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	14 November 2018
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate 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 are happy, settled and make good progress at Little Petals Flying Start. They have a strong voice and are able to express themselves freely. Children are confident and are familiar with the daily routine. They form positive relationships with their friends and staff, they show enthusiasm, and they experience varied play and activities.

Staff provide a warm and nurturing child-centred setting. They have a good understanding of children's individual needs and their development, and they plan effectively. Staff have warm and caring relationships with the children. They listen and respond to them promptly; providing a variety of stimulating play opportunities to promote their all-round development.

The environment is safe, secure and very clean. There is a range of play spaces and plenty of resources and experiences to encourage the children to play and learn. Resources are of good quality, clean and well organised. The outdoor environment provides further learning opportunities for the children to support their development.

People who run the setting are enthusiastic and dedicated. They are well organised and keep the required records and implement positive strategies to improve the setting. People who run the setting have good partnerships with parents who speak very highly of the setting and the staff.

Well-being	**Good**

Children are happy and content. They express themselves confidently and know they will be listened to. They have a strong voice and consistently make decisions about what they want to do, where they want to play and what they want to eat. Throughout the session children move freely around the room and play with activities that interest them. For example, during circle time activities, some children chose not to join the group on the carpet. They happily played in the home kitchen area with the food resources.

Children are comfortable, settled and fond of the staff. They join in with activities and greet each other with smiles and hugs. They are familiar with the routines and the environment. For example, when the staff sang the tidy up song, children tidied up without prompting from staff. New children receive additional close support to help them adapt to the routines. For example, a child who had recently joined the group and found it overwhelming was encouraged to move around at their own pace and take a soft toy with them.

Children learn how to play together, share and make friends at the setting. Interactions are consistently good, and children co-operate well. They confidently spoke to us, asking questions or telling us about their play. Children are learning how to manage their behaviour and when there are disputes about wanting the same resources, they respond well when staff suggest alternatives.

Children are motivated, animated and engaged in their play and learning. For example, they watched eagerly as staff brought out the music shakers and responded enthusiastically when they were able to choose one for the singing. Children enjoy interesting and stimulating opportunities. They move independently between tasks to the different areas within the rooms, including out to the corridor. Children take part in activities and feel a sense of achievement. They are excited to talk about what they have been doing.

Children enjoy a good variety of purposeful activities as well as the resources on offer, which are suitable for their age and stage of development. They have many free play opportunities as well as adult-led activities. Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully. For example, children enjoy helping to hand out the plates at snack time. They are able to wash their hands independently and put their coats on with support if needed. Children make good progress and are confident to try new activities.

Care and Development — Good

Staff fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety and wellbeing. They carry out regular cleaning and follow

good hygiene procedures; for example, they consistently remind children about washing hands. Staff encourage tooth brushing and prepare snacks in line with the Gold Standard Healthy Snack best practice guidance. They work effectively to keep children safe; frequently moving around the various areas interacting with children or supporting them. Staff confidently answered what they would do if there was a child protection scenario and where to go if they had concerns. They regularly discuss safety with the children. For example, one child regularly attempted to climb on the furniture. Staff are confident to deal with accidents, incidents and they understand how to administer prescribed medication safely.

Staff have realistic expectations of children, and they fully understand and implement the behaviour management policy. They consistently implement positive behaviour management strategies that are age appropriate and positive. Staff regularly praise children and reinforce positive behaviour. They are consistently responsive; they listen and respect children's views. For example, staff asked the children what song they wanted to sing and each child who wanted to, chose a song and they all sang it together. Interactions are positive, demonstrating warmth and kindness. Staff show a genuine interest in the children's requests and discussions, and they act as good role models at all times. For example, they sit with the children at snack time to support their social skills.

Staff work well together; they engage with the children and provide responsive, nurturing care. They are enthusiastic and have the training and experience needed to support children and help them develop new skills. Staff make observations of children during activities to help them develop; they are committed to providing a wide range of play and learning activities. Staff support and provide for children with additional needs, including emotional and behavioural difficulties. They have a thorough understanding of individual children's needs, abilities and backgrounds. Staff use language that is appropriate for each child's individual needs and stage of development. They support their language skills including some of the Welsh language; for example, we heard incidental Welsh being used throughout the session.

Environment — Good

People who run the setting ensure the environment is safe, secure and very well maintained indoors and outdoors. There is ample space for children to play and learn. They effectively organise consistent cleaning routines that reflect good hygiene practices. People who run the setting have effective infection control practices which successfully minimise the risk to children's health and safety. The doors are kept locked at all times and children, visitors and staff are routinely signed in and out. They complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. People who run the setting complete effective and accurate general and fire risk assessments as well as specific risk assessments, which they review regularly and take appropriate action if needed. Emergency evacuation procedures are practised regularly and recorded to ensure that all staff and children can evacuate the building in the event of an emergency.

The premises are warm, very welcoming and accessible to all. People who run the setting ensure the environment has extensive indoor play space for children to move freely and explore. They ensure the environment meets children's needs and helps them to develop their skills. For example, during the session, staff cleared the carpet area and set up the large soft play equipment for the children to explore their gross motor skills safely. People who run the setting extend children's knowledge and development by offering an extensive range of resources and interesting spaces which challenge and consistently stimulate their curiosity and interest. The outside, enclosed area provides sufficient room for children to experience a variety of outdoor play experiences. This includes sand and water play, construction and mark making.

People who run the setting ensure children can access a good variety of suitable resources and equipment. There is appropriate furniture for children to sit comfortably to undertake tabletop activities and eat their snacks. The toilets are child sized and support children to develop their independence skills. There is a wide range of good quality, developmentally appropriate play and learning resources available, both indoors and for the outdoors which promotes children's learning and development. There are some multi-cultural resources which reflect the wider society, promoting equality and learning about cultural awareness including dolls, books and suitable resources.

Leadership and Management — Good

People who run the setting maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. They have a comprehensive set of policies that are reviewed annually. People who run the setting ensure they collect, record and monitor the required records. We looked at a sample of records including registers, staff files, children's records and accident forms, which were all well maintained. People who run the setting ensure staff complete all mandatory training and there are opportunities for them to further develop professionally. They ensure they engage with Care Inspectorate Wales (CIW) and other regulators.

People who run the setting have a strong self-evaluation system in place to help them plan how they will improve their service. This includes using the feedback from staff, parents and children to review the quality of their care. People who run the setting have developed a written report which highlights strengths, areas of improvement and an action plan.

People who run the setting follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. Regular meaningful supervision and yearly appraisals are integral to their practice and drive improvement. The key worker system enables children to settle with familiar staff who understand their individual needs. Staff said they feel very well supported by management and they are really happy in their work. People who run the setting deploy care staff effectively to ensure they meet staffing ratios and children's needs fully.

People who run the setting ensure all communication with parents is valuable in order to promote positive outcomes for children. They collect sufficient information about each child's preferences and individual needs before they start. They keep parents well informed by messaging via an app. They also give verbal feedback to parents at the end of their child's session. People who run the setting have very strong links with a wide range of professionals, the community and other stakeholders. The leader ensures the setting works with the school to support successful transitions. Parents said they are really happy with the setting and their children enjoy attending. For example, some comments include *"My child thrives here," "I trust them with my child more than anyone else,"* and *"There is nothing they can do to improve because they are perfect."*

Recommendations to meet with the National Minimum Standards

None.

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

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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