Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Estyn
Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Little Inspirations - Flying Start Penywaun

Little Inspirations - Flying Start Penywaun
Coed Glas
Penywaun
Aberdare
Rhondda Cynon Taf
CF44 9DR

Date of inspection: February 2024

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Little Inspirations - Flying Start Penywaun

Name of setting	Little Inspirations - Flying Start Penywaun
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Jenine Gill
Person in charge	Hannah Toland
Number of places	30
Age range of children	18 months to 8 years
Number of 3 and 4 year old children	6
Number of children who receive funding for early education	6
Opening days / times	8am to 6pm Monday to Friday
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	14 March 2023
Date of previous Estyn inspection	No previous Estyn report
Dates of this inspection visit(s)	06/02/2024

Summary

Theme	Judgement
Well-being	**Excellent**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	
Care and development	**Excellent**
Teaching and assessment **(only applies to three and four year old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Excellent**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further develop the planning, assessment and observation procedures to ensure that they focus more closely on children's progress across all the developmental pathways

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

CIW and Estyn will invite the setting to prepare a case study on its work in relation to how they successfully retain practitioners, for dissemination on their websites.

Main findings

Well-being: Excellent

Children have a strong voice, and they make many decisions regarding their play. Nearly all children choose activities that interest them and move confidently from one activity to another. They choose resources independently because they are easily accessible. Many children speak or express themselves very well and know that practitioners will take good account of their wishes. For example, practitioners ask children if they would like to make 'smoothies' and they could say what fruit they wanted to include.

Nearly all children are happy, comfortable, and relaxed with practitioners. They enter the setting happily and settle into the familiar routine very well. Children form positive attachments to their key workers and have very good relationships. Nearly all children are content and express their enjoyment through smiles and laughter. For example, children join in a song 'there is a worm at the bottom of the garden', when a child takes interest in a worm outside. Nearly all children are proud of their achievements and respond very well to praise from practitioners. For example, children proudly show their playdough creations and artwork and smile broadly when they succeed in putting their coat on. Children eagerly hold their hand up for a 'high five' from practitioners as they complete a task.

Most children are successfully learning to manage their behaviour. They are developing an understanding of right and wrong, and most learn to share resources and take turns well. For example, one child who was enjoying blowing bubbles agreed to allow another child to have a go, waiting appropriately for their turn again. Children happily share their space with others as they build with blocks in the outside area. Many are forming meaningful relationships with practitioners and their peers. They play well together as they gently bandage a practitioner's head and arm, asking them where they hurt themselves. Nearly all children are learning good manners, are polite and use 'please' and 'thankyou' spontaneously. They respond positively and promptly to requests from practitioners to join in the routine to wash their hands and tidy up.

Nearly all children are interested in activities and enjoy their play and learning. They are engaged in a very good range of activities, and many persevere to complete tasks, for example washing and drying the toy animals in the water tray and making models with dough and natural materials. Nearly all children are learning good self-help skills and are becoming independent learners. Many wash their hands independently and use the toilet with appropriate levels of support from practitioners. Nearly all children have good opportunities to develop independence at snack and mealtimes. For example, they chop fruit, pour their own drink, and dispose of uneaten food in the recycling. Many children are successfully learning to put their own coats on before going outside. They readily take their coat to a practitioner for support, if they need to.

Learning (only applies to three or four year old children who do not receive education in a maintained setting):

There is no report on children's learning. This is because the number of three- or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Excellent

Practitioners are extremely motivated and place a very high priority on children's health and safety. All practitioners have a childcare qualification and have extensive opportunities to undertake training relevant to their role. They all have up-to-date training in safeguarding, food hygiene and paediatric first aid. Practitioners have an excellent understanding of policies and implement them well. The setting's arrangement for safeguarding children meets requirements and are not a cause for concern. Practitioners record accidents, incidents, and pre-existing injuries well, and share this information promptly with parents. They work in line with the wide range of thorough risk assessments and effectively identify emerging risks. Practitioners encourage children to understand and develop healthy lifestyle habits, promoting a choice of healthy food at mealtimes and ensuring that children have access to daily outdoor play for exercise and fresh air.

Practitioners know the children well and use this knowledge to adapt behaviour management strategies to manage their behaviour. They are calm and patient, using positive language and facial expressions at every opportunity, while being firm when

needed. Practitioners are nurturing and develop warm and encouraging relationships with children. They gently support children to resolve disagreements and show kindness and respect to each other. Practitioners are skilful in teaching children to share, by providing opportunities for them to play in small groups to practice this. For example, they took two children to a quiet area to play with cars and showed them how sharing and taking turns enhances their enjoyment of the activity.

Practitioners support children's learning and development effectively. They implement good systems to identify and support children with any additional learning needs (ALN). Practitioners are very knowledgeable about children's individual needs and work closely with parents and key professionals to ensure that appropriate support is in place. They assess, observe, monitor, and evaluate children's progress well, to help children reach their potential. Practitioners have a particularly good understanding of children's individual needs and use this to plan activities around their interests. For example, a practitioner recognised that a child had taken an interest in a worm while playing outside and planned activities for the next day to extend their interest. Practitioners patiently encourage children to engage in activities and develop good learning skills and habits, such as concentration and perseverance.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners have a sound understanding of child development and the importance of play to develop children's social and well-being skills. They provide a calm and interesting learning environment for children to play and learn. Practitioners have embraced the curriculum for non-maintained settings and the developmental pathways. They plan exciting activities for children to experience and explore, which helps support them become confident explorers of their environment.

Practitioners take good account of children's views and opinions on what and where they would like to play. They capture the children's interest and fascinations and incorporate these into the areas of provision within the environment effectively, for example adding animals to wash to the water tray following children's requests. They provide children with long periods of uninterrupted play and beneficial opportunities for them to revisit activities that they are interested in. This allows children time to deepen their learning and explore their fascinations further. Practitioners skilfully know when to intervene and when to observe play.

Practitioners use assessments and observations appropriately to help plan future experiences for the children. They use assessments of children's speech and language development particularly well to plan for future activities and learning. However, they do not always make effective use of observations to help them plan and teach the next steps in children's knowledge, understanding and skill development, across all the developmental pathways.

Practitioners are effective language role models and introduce new vocabulary to children during play and activities, for example when naming fruit to make healthy fruit smoothies. They use questions that prompt children's thinking and support them

to develop their communication skills. For example, they prompt children to consider what resources they would need in the doctor's surgery role play area to help them take on the various roles. Practitioners offer a good range of worthwhile experiences to support children to develop their fine motor and early mark making skills. They respond well to children's interest in books and stories and read familiar stories to them when requested. Practitioners provide beneficial activities and resources for children to develop their early mathematical and digital skills in the learning areas. In these areas, practitioners provide children with opportunities to solve problems, sort and classify objects and play matching picture games.

Practitioners model Welsh well throughout the session. They use simple greetings and instructions and name colours and shapes. They help children to develop an awareness of Wales and Welsh culture as well as their locality, for example by taking walks around their local area and participating in various cultural events.

Practitioners promote children's social, moral, cultural, and spiritual development well. They offer children appropriate opportunities to learn about festivals and cultures from around the world and provide resources and books to spark their interest. They also make good use of visitors to the settings to introduce children to a range of worthwhile cultural experiences. For example, yoga sessions and African drumming activities help children to develop a curiosity about their own and others' lives and beliefs.

Practitioners provide worthwhile opportunities for children to develop a sense of awe and wonder. They take walks around the local area and participate in gardening and growing activities during the warmer months. As a result, children begin to understand the impact of the seasons on nature and learn how to take care of living things.

The setting works well with parents to gather valuable information on children's individual needs, likes and dislikes before starting at the setting. Practitioners keep parents well informed of their child's progress through regular updates. They make good use of the settings online platform to engage with parents and share information and photos of activities their child has participated in during the day.

Environment: Good

Leaders have effective systems and procedures to ensure that the environment is safe, secure and well maintained. Practitioners implement these procedures well and show a very good awareness of safety and hygiene procedures. Leaders keep clear and useful risk assessments up to date. They oversee robust arrangements that ensure the building is well maintained and systems such as fire and gas are regularly serviced by professionals. Leaders monitor processes that keep all areas clean and hygienic, such as checking the outside area before children go out and cleaning areas before children sit to eat. They carry out daily/weekly checks for indoor and outdoor areas and closely monitor room temperatures. Practitioners keep records showing that kitchen areas and food preparation and storage are safe. They ensure that toilets and nappy changing facilities are suitable and give good regard to children's privacy and dignity. Practitioners follow the infection control policy well.

Leaders create an environment that is bright, welcoming and child-friendly, with a warm and natural feel. Practitioners display children's work and photographs in the playroom, providing children with a sense of belonging. Children have plenty of room to play and learn. Practitioners set areas up to allow children to choose resources that interest them and access activities that promote their all-round development. They adapt an area for children to eat at key times and when children require sleep, practitioners provide a suitable area. Practitioners provide a purposeful environment, with a growing emphasis on 'real life' items to spark children's imagination and mirror what they may recognise from home.

Leaders ensure that equipment and resources are plentiful and are of high quality to meet the needs of the children. Practitioners use resources imaginatively and change the focus of some areas regularly, to sustain their interest. For example, they develop an area representing a doctor's surgery for role play, with resources and visual information making it authentic and inviting for children to play. Practitioners make good use of the outside area in all weather, allowing children to access equipment such as low-level climbing equipment, sand pit, construction area, mark making area and playhouses. Children access this area easily and the storage of wet weather clothing by the exit door supports children to dress themselves before going outside. Practitioners provide children with ceramic crockery and metal cutlery at mealtimes so they can effectively develop skills to cut and eat their food.

Leadership and management: Excellent

Leaders develop a strong sense of collaborative working and teamwork. They support each other successfully in their roles and their emotional health and well-being. The statement of purpose is clear and provides an accurate picture of the setting, allowing parents to make informed decisions around the suitability of the setting for their child. Leaders identify the setting's strengths and areas for development accurately through beneficial evaluation and planning for improvement processes. This is having a positive impact on the provision and children's outcomes.

Leaders work highly effectively with a range of partners to identify areas of improvement and prioritise funding appropriately. They are well supported by early years advisory teachers and receive additional support from a wider leadership team. In addition, they work closely with a network of local nurseries, where they share good practice and help each other to improve. As a result, the setting has made beneficial changes to their learning environment, which has resulted in greater involvement and engagement in activities, particularly for those children with emerging behaviour or additional needs.

Leaders provide a wide range of beneficial and worthwhile professional learning opportunities, particularly those linked to ALN reform and Curriculum for Wales. These beneficial opportunities allow staff to develop their knowledge and improve their practice. Leaders provide beneficial opportunities for all staff to develop their Welsh language skills. Where staff have accessed training, they share their knowledge, particularly that of new vocabulary effectively with others. As a result, children's Welsh language skills develop well during their time at the setting.

Leaders implement safe and appropriate processes for recruitment and deployment of practitioners. They ensure that all practitioners have clear up-to-date job descriptions that contain information relating to their roles and responsibilities. They encourage practitioners to reflect on their own practice through supervision and appraisal processes. Leaders are highly effective in ensuring that staff are well supported in their emotional health and well-being and that they develop in their roles effectively. They provide a range of beneficial packages to staff that help them feel valued and supported. As a result, leaders are highly effective in retaining staff and developing their skills, knowledge, and expertise in their roles. Leaders have a clear vision for the setting, which is shared and understood by staff, focusing on providing children with a nurturing and safe environment in which they can flourish and thrive.

Practitioners have developed close relationships with parents and carers. Parents complete a profile all about their child, their likes, dislikes and how they can be best supported on entry to the setting. This provides leaders with valuable information which helps them plan how they can best address individual children's needs. Parents are kept appropriately informed of their child's progress regularly throughout the year and through the setting's online platform.

The setting is based in the grounds of the local primary school. The providers have developed strong and successful transition arrangements. This ensures that children are confident to move onto the next stage in their learning journey.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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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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