Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ladybirds Pentrechwyth Flying Start

Pentrechwyth Primary School
Bonymaen Road Pentrechwyth
Swansea
SA1 7AP



Date Inspection Completed

22/02/2024

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About Ladybirds Pentrechwyth 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	16
Language of the service	English
Previous Care Inspectorate Wales inspection	08 October 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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	**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 thoroughly enjoy their time at Ladybirds Pentrechwyth because they have a strong voice and are curious learners. They consistently make choices about what they do and how they spend their time at the setting. Children engage in purposeful play-based activities and are confident staff will listen to them.

Staff are knowledgeable and have an excellent understanding of children's individual needs and their development. They provide a warm and nurturing child-centred setting through building affectionate bonds of attachment with the children. Staff promote positive outcomes for children through following children's interests and planning effectively.

People who run the setting provide a rich environment where children can play and learn safely. The setting is spacious, clean and secure and there is extensive space and facilities which meet the needs of the children well.

People who run the setting have an excellent vision which is shared with staff. They have a strong sense of purpose which sustains improvements and promotes good outcomes for children. People who run the setting value staff and provide effective and regular support. They have excellent partnerships with parents, carers and other professionals, ensuring they work collectively to support children's learning and development.

Well-being	**Excellent**

Children communicate effectively and have excellent opportunities to make choices and decisions about what affects them. For example, some children choose to play outside in the sand. Other children choose to paint and take part in craft activities whilst some children explore the water tray. Children's opinions and interests are highly valued and acted upon. Throughout the session, children move freely around the room and play with activities that interest them. For example, during 'busy feet,' some children chose not to join the group and happily played with the resources in the home area.

Children feel safe and secure as they benefit from consistent staff who know them very well. The children enjoy their company and seek comfort and reassurance from them when they need it. Children are extremely content, settled and show enjoyment; they did not stop smiling and giggling throughout our visit. They are very confident expressing themselves because staff genuinely consider and respect their wants and needs. Some children play together whilst others play independently, and others engage with a member of staff in their play. For example, two children thoroughly enjoyed playing together with the small world and construction resources whilst another child invited staff to read a book with them.

Children are learning to play together, share and make friends at the setting. They cooperate enthusiastically and feel motivated to try something different. When a child was unsure of the messy paint activity, they gained confidence from staff encouraging and reassuring them without pressure, *"That is great, you did well! Have you had enough?"* Children develop positive self-esteem as they receive lots of positive attention from staff and they interact extremely well with them. Children are proud when staff celebrate the children's achievements and encourage them, *"Wow! Well done! Let's get a sticker!"* They express themselves confidently and know they will be listened to. For example, when a child asked a member of staff for help with the dressing up shoes, the member of staff responded immediately and helped the child to put them on.

Children are highly motivated and animated in their play and learning. For example, they responded enthusiastically when they were able to choose a song for the group to sing together. Children eagerly enjoy interesting and stimulating opportunities indoors and outdoors for extended periods of time. For example, some children played together with the construction blocks for nearly half an hour.

Children have extensive opportunities to develop their independence skills. For example, they take their aprons on and off by themselves when participating in messy play activities and they serve themselves at snack time. Children are learning to problem solve effectively, develop creatively and experiment as they move around the play areas with their choice of resources and incorporate them into the different aspects of their play.

Care and Development	**Excellent**

Staff fully understand and embed the setting's policies and procedures into their practice; working effectively to keep children safe and healthy. They frequently move around the various areas interacting with children or supporting them. Staff promote physical activity, healthy lifestyles, health and well-being. For example, they have achieved the Healthy and Sustainable Preschool Scheme Award. Staff prepare snacks in line with the Gold Standard Healthy Snack best practice guidance and respond warmly to children when they request more. Staff have a thorough understanding of their responsibilities to protect children. They record children's attendance and promptly fill in detailed accident sheets and pre-existing injury forms, sharing the information with parents. Staff effectively organise consistent cleaning routines that reflect excellent hygiene practices. They have appropriate infection control systems in place which successfully minimise the risk to children's health and safety. For example, they encourage children to wash their hands frequently.

Staff are forming trusting relationships with the children and interact with them in a calm and caring manner. They act as excellent role models; staff genuinely listen and respect the children's views and prompt manners when appropriate. They consistently offer praise and encouragement and implement the behaviour management policy effectively by using positive reinforcement as well as stickers. Staff manage disagreements and use a variety of positive behaviour management strategies successfully, for example distraction techniques. Staff ensure children know what is expected of them by explaining instructions and consequences, and they praise the children when they share and take turns, *"Great job! High five!"* They recognise 'wow moments' and record children's achievements.

Staff support children's curiosity and consistently allow them opportunities to explore and experiment independently in the setting. This ensures children are at the centre of their own learning and development by enabling them to follow their own interests. Staff make observations of children during activities to help them develop. They create a relaxed and friendly feel in the setting where children can confidently play energetically or quietly. Staff are committed to providing a wide range of play and learning activities through planning in the moment, which ensures they successfully follow the children's lead. Staff have exemplary procedures in place to support children with additional needs and promote positive outcomes for children. They support children's language skills, including some of the Welsh language; for example, we heard incidental Welsh being used throughout the session as well as songs being sung in Welsh.

Environment — Excellent

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They

ensure there is plenty of room for children to play and learn with free flow supported between the indoor and outdoor spaces. The environment is safe, secure and extremely well maintained. The doors are always locked, and children, visitors and staff are routinely signed in and out of the building. People who run the setting complete comprehensive risk assessments that cover every aspect of the environment and are of a very high standard. They review them regularly and take appropriate action if needed. They ensure staff supervise children well and they understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for. People who run the setting practice fire drills frequently, and they maintain detailed records to ensure all staff and children can evacuate the building safely in the event of an emergency. People who run the setting complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

People who run the setting ensure they make excellent use of the available space. They use neutral colours and natural resources throughout the environment, which creates a sense of calmness and relaxation. The layout is well thought out and provides excellent learning spaces for children to explore and engage in a variety of experiences. People who run the setting ensure children have the freedom to safely explore the indoor and outdoor environment when they choose. The door from the inside playroom to the outside play area is open throughout the session; allowing children to move freely between the two environments and choose for themselves where they want to play. The free flow environment supports children's individual needs and enhances their curiosity and interests. The outdoor space is fully enclosed, and children use this space throughout their time in the setting.

People who run the setting create a stimulating and exciting play environment for the children with an abundance of resources available. They provide quality furniture and resources that are suitable for the developmental needs of all the children. For example, there is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their snacks. The toilets are child-sized and support children to develop their independence skills. People who run the setting ensure the environment provides excellent and challenging opportunities for children to explore and develop their creativity.

Leadership and Management — Excellent

People who run the setting have an innovative vision that they communicate successfully to their staff, creating a strong work ethic. They ensure staff have an excellent understanding of their roles and responsibilities. Staff work well together as a team, and they speak highly of each other. People who run the setting ensure the provision achieves very high

standards, delivers high quality care and provides learning and development opportunities for staff as well as children. They have an effective statement of purpose that accurately reflects the service, and they ensure staff embed the relevant policies and procedures within the setting. People who run the setting collect, record and maintain all the required records in relation to staff and children. They record children's preferences in detail, and they have the appropriate parental permissions in place.

People who run the setting implement effective systems to support meaningful self-evaluation and plan for improvement, which they use to support their quality of care review. They are extremely approachable and welcome any ideas or suggestions to improve their practice. People who run the setting value feedback from children, parents, staff, other professionals and outside agencies to inform their review, which supports an effective action plan for improvements to the service. For example, they have identified they want to develop children's independence further by offering rolling snack.

People who run the setting follow robust recruitment procedures to safeguard children and ensure staff have the necessary qualifications and experience to effectively care for children. People who run the setting are enthusiastic and motivated. They set high expectations and lead staff effectively, supporting them in understanding their roles and responsibilities. They undertake regular appraisals and supervisions that are integral to their practice and drive improvement. The key worker system enables children to settle with familiar staff who are sensitive to children's individual needs. People who run the setting deploy staff effectively to ensure they meet staffing ratios, and as a result fully meet children's needs.

People who run the setting have developed excellent partnerships with parents and carers, as well as other professionals and outside agencies. Parents said they are extremely happy with the setting and staff, and they cannot praise them enough. People who run the setting have very strong links with a wide range of professionals within the community. They ensure when there are concerns about children's progress or development there are clear and effective procedures in place for sharing information. They have excellent links with the school and work together to ensure smooth transitions and promote positive outcomes for children.

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

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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