Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Portmead Jaspers

Portmead Primary School
Cheriton Crescent
Portmead
Swansea
SA5 5LA



Date Inspection Completed

18/01/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Portmead Jaspers

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Childcare and Play Services
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	09 September 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 Portmead Jaspers. They are curious learners and confidently make choices about what they do and how they spend their time at the setting. Children feel safe and valued which enables them to engage in purposeful play-based activities. They have a strong sense of belonging.

Staff ensure that safeguarding underpins all practice. They are well qualified and experienced and confidently provide a nurturing and child-led setting. Staff promote children's well-being efficiently through promoting positive outcomes for all children.

The environment is spacious, clean, and secure. There is a range of play spaces and plenty of resources to encourage children to play and learn. The outdoor environment is well planned and used as an extension of the indoor environment. It offers additional opportunities to support children's learning and development. Resources and equipment are of excellent quality, clean and well organised.

People who run the setting maintain an effective and well organised setting. They have an excellent vision which is shared with staff, parents, carers, and outside agencies. People who run the setting manage recruitment and staff extremely well, they challenge everyone to do their best and set high expectations. They promote successful links within the community and develop positive partnerships with parents who are extremely happy with the care their children receive.

Well-being	**Excellent**

Children communicate effectively and have excellent opportunities to make choices and decisions about what affects them. For example, some children chose to go outside and play on the bikes. Other children chose to paint and take part in craft activities whilst some children had snack. They have significant freedom to safely explore their indoor and outdoor environment. Staff ensure children are aware of the different choice of activities, so that they can confidently decide what they want to do. For example, when children came in from outside, staff would tell them, *"We are painting over here if you want to join in!"*

Children feel safe and secure, they show delight and thoroughly enjoy their play. Children have a very strong sense of belonging and they are forming positive attachments. They are very confident expressing themselves because staff genuinely consider and respect their wants, interests 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 resources whilst another child invited staff to build blocks with them.

Children's behaviour is excellent and the interactions between children and adults are consistently stimulating. Children play well together; they cooperate enthusiastically and feel inspired to try new things. For example, when a child saw another child confidently climb a ladder, they asked staff to help them see if they could do it. Staff celebrate the children's achievements and reassure them, *"Amazing! You did it!"*

Children are highly motivated, curious learners who are engaged in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors for extended periods of time. Children are busy and self-motivated to initiate their own play and to influence their tasks and activities. For example, some children spent a large amount of time playing outdoors using the various resources to create a safe climbing structure. They enjoyed moving the resources around and deciding where they would fit best, to create the strongest construction. When a child asked staff where he should put the ladder, staff asked the child, *"Where do you want it to go? Why do you think that will work?"* When the child had thoughtfully responded, staff encouraged the child and allowed them to try their own ideas. Staff encourage children to evaluate their activities and play and therefore children have an excellent feeling of achievement and high self-esteem.

Children access the resources and equipment independently throughout the setting. They go to the toilet independently and they help themselves when they want snack. Children are learning to problem solve effectively, develop creatively, experiment and be imaginative. For example, some children chose to move around the different areas with their choice of resources and incorporate them into the different aspects of their play.

Care and Development — Excellent

Staff consistently implement the setting's policies and procedures for keeping children safe and healthy. They promote healthy lifestyles and wellbeing. For example, they have

achieved the Healthy and Sustainable Preschool Scheme Award. Staff offer a range of healthy foods at snack time and encourage the children to explore different textures and tastes and praise their efforts. Staff have a thorough understanding of their responsibilities to protect children. They record children's attendance and promptly fill in accident sheets, sharing the information with parents. Staff implement thorough hygiene procedures and ensure children wash their hands frequently. They have extensive risk assessments in place that consider all aspects of the setting, enabling them to identify and manage the potential risks effectively.

Staff interact with children in a calm and caring manner. They confidently implement the behaviour management policy by using positive reinforcement and consistently reassuring and praising the children. Staff act as excellent role models; they genuinely listen and respect the children's views. They are forming trusting relationships with the children and manage disputes successfully. For example, a member of staff gently encouraged children to be considerate and share with each other when playing together in the sand pit. Staff ensure children know what is expected of them by explaining instructions, and they praise the children when they share and take turns, *"Well done, that was very kind!"*

Staff support children's curiosity and consistently allow them opportunities to explore and experiment independently in the setting. They ensure children are at the centre of their own learning and development by supporting them to follow their own interests. Staff create a relaxed and friendly feel in the setting where children can confidently play energetically or quietly. Staff have an excellent understanding and knowledge of child development and how this affect's children's behaviour. They are sensitive to the needs and experiences of individual children. Staff discuss, as a team, children's individual achievements, any changes they may have noticed, and they work with parents to address any specific individual needs. They plan 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 development, as well as their knowledge of the Welsh language through using incidental Welsh and singing songs during the session.

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 secure and extremely well

maintained. People who run the setting 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. The doors are kept locked at all times and children, visitors and staff are routinely signed in and out of the building. People who run the setting complete thorough risk assessments that cover every aspect of the environment and are of a very high standard. 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 complete regular fire drills. They maintain detailed records to ensure that all staff and children can evacuate the building 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 that they make excellent use of the available space. They ensure 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. Some children choose to explore the outdoor environment for the duration of their session. People who run the setting create a stimulating and exciting play environment for the children with an abundance of resources available. For example, there is a shop area with the sign, *'Jasper's corner shop,'* along with cupboards and shelves full of items to sell as well as real phones and a till. There is also a climbing structure where children enjoy sitting at the top of, to gather and play together. For example, two children sat together reading books and playing with the dolls.

People who run the setting ensure that children can easily access excellent a wide variety of unique resources and equipment to stimulate and interest the children. They provide quality furniture and resources that are suitable for the developmental needs of all the children. For example, the outdoor area provides endless opportunities for children to explore and develop their creativity. Children enjoy playing in the large wooden train and carriage and pretend it is their ice cream van. The layout of the environment fully supports children's independence, and people who run the setting ensure it presents excellent and challenging opportunities for the children.

Leadership and Management — Excellent

People who run the setting have an innovative vision that they communicate successfully to their staff creating a positive ethos. They ensure staff have an excellent understanding of their roles and responsibilities. Staff work well together as a team and speak highly of each other. People who run the setting provide appropriate learning and development opportunities for children and staff, ensuring the setting achieves extremely high standards. 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 maintain all records in relation to children's contracts and their preferences and they have all the appropriate parental permissions in place.

People who run the setting understand their responsibilities to self-evaluate and plan for improvement. They implement an effective self-evaluation system to support their quality of care review. They seek feedback from children, parents, staff, and outside agencies to inform their review, which supports an effective action plan for improvements to the service. They are extremely approachable and welcome any ideas or suggestions to improve their practice.

People who run the setting follow timely and robust recruitment procedures to safeguard children. They ensure staff have the necessary qualifications and experience to effectively care for children. They support staff in understanding their roles and responsibilities through regular appraisals and supervisions that are integral to their practice. The key worker system enables children to settle with familiar staff who are sensitive to children's individual needs. People who run the setting are enthusiastic and extremely motivated, they successfully lead staff who are energetic and motivated in their roles. They deploy staff effectively to ensure they meet, and often exceed staffing ratios, and as a result fully meet children's needs.

People who run the setting have excellent partnerships with parents and carers, as well as other professionals and outside agencies. Parents said they are confident to approach staff for help and advice and recognise their children make excellent progress at the setting. People who run the setting ensure communication systems are inclusive and maintain strong links within the community. They develop meaningful relationships with the local authority and other agencies which promote positive outcomes for children. They work well with the school to support successful transitions and children's well-being.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 08/02/2024