Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little people@Oakfield

Oakfield Primary School
Ferntree Drive St. Mellons
Cardiff
CF3 0AA



Date Inspection Completed

30/11/2023

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About Little people@Oakfield

Type of care provided	Children's Day Care Full Day Care
Registered Provider	LITTLE PEOPLE PLAYGROUP@OAKFIELD LIMITED
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection since registration
Is this a Flying Start service?	No
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	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children are happy, settled, and confident to share their views. They make friends with ease and interact well with one another. Children thoroughly enjoy the activities available to them and learn to become independent.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

The environment is safe and secure, and leaders ensure any risks are managed appropriately. All areas are well maintained and clean. Outdoors is utilised well and provides a fun environment where children can play and learn. Resources are age appropriate, of good quality and stimulate children's imagination and interest.

Leaders have a suitable understanding of the National Minimum Standards and Regulations. Required policies, records and procedures are in place, although some need reviewing to ensure they are clear and effective. Recruitment processes ensure well qualified and experienced staff are employed.

Well-being Good

Children are happy, settled and make many decisions about how they spend their time. They choose from the activities and toys on offer and follow their own interests. Children are confident to share their ideas, answer questions and chat to staff, knowing staff will value what they have to say. For example, they chat happily about their home life with staff during snack and mealtimes.

Children arrive at the setting eager to see staff and their friends. They have positive relationships with staff and know that they will help and support them. Children are very familiar with the setting routines, which makes them feel safe and secure. They settle well for circle time and enthusiastically join in with songs whilst waiting for lunchtime. Children are confident and secure in their surroundings and readily seek out comfort from staff. For example, we saw children sit contentedly on staff members laps during story time.

Children interact consistently well with adults and each other. They were happy to chat with us and excitedly showed us their toys. Children are learning to manage their own behaviour successfully and are developing their social skills. They enjoy receiving praise and recognition from staff for using good manners and being kind and helpful. Children happily play alone or alongside their friends as they learn to share and work together. For example, they patiently took turns to use the brushes to sweep up piles of leaves.

Children delight in their play. They are motivated to follow their own interests and concentrate for periods suitable to their age and stage of development. We saw them carefully tear the leaves of a cabbage to make a pretend soup and use fresh rosemary and mint to make gingerbread men when playing in the mud kitchen. Children of all ages are eager to share their achievements. They were keen to show staff their drawings and playdough creations. Children also benefit from a range of adult led activities. For example, they loved listening to stories and animatedly waved scarves and ribbons in the air as they danced along to music.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. Children learn to do things for themselves, such as preparing and serving their own snacks, using the toilet, and tidying away toys and their belongings. This promotes their self-esteem and develops their self-confidence.

Care and Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and know the procedure to follow should they have any child protection concerns. Staff follow good hygiene routines. For example, they clean tables before and after eating, encourage regular handwashing and ensure children's noses are wiped in a timely manner, which minimises the spread of germs. A varied and nutritionally balanced healthy snack menu is in place and children have a choice of milk or water to drink. The setting has also achieved a healthy lifestyle award. Staff implement appropriate procedures for the recording of accidents, incidents, administration of medicine and pre-existing injuries. They ensure this information is shared with parents.

Staff care for children in a kind and patient way. They are very responsive and nurturing, which means children approach them with ease. For example, a child confidently asked for help to change their wet jumper after water play. Staff have a sound understanding of child development, and its impact on children's behaviour. They set realistic boundaries, having regard to children's understanding and stage of development. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise and sticker rewards to reinforce positive behaviour. They act as good role models, promoting good manners and respect for each other and the children.

Staff know the children very well. They plan a wide range of fun activities that appeal to children's interests. Staff naturally develop children's learning as they play, giving them opportunities to experiment and predict outcomes. For example, they encouraged children to use their problem-solving skills to work out how to retrieve a hoop from under the railings. Staff promote the Welsh language very well; we heard lots of incidental Welsh language and songs use throughout the inspection. Staff regularly observe children's play and identify children's next steps in development. Keyworkers keep written records of their observations but do not keep individual development files for children. This would enable staff to have a better oversight of and plan more easily for children's progress.

Environment — Good

Leaders have beneficial measures in place to ensure the environment is safe and secure. Doors are kept locked at all times and visitors are routinely signed in and out. Leaders ensure staff fully understand their responsibilities in relation to the safety and welfare of children. Staff complete daily checks to identify and eliminate potential hazards to children's safety. Cleaning routines reflect good hygiene practice and effective infection control. Fire drills are practised regularly and recorded to ensure all staff and children can evacuate the building in the event of an emergency. Insurance certificates and routine safety checks for the building and appliances are up to date.

The environment is welcoming and child friendly. The layout and design help promote independence and builds children's confidence. Some resources are set out on tables, with others available for children to take their play in a different direction if they wish. Leaders extend children's knowledge and development by offering a wide range of resources and interesting spaces which spark their curiosity and interest. For example, the baby role play area is well equipped, including some real-life items such as changing mat, and empty baby shampoo and talc bottles. We saw children thoroughly enjoy their play in this area as they fed, changed, and cuddled the baby dolls. Staff display children's creative work around the setting which gives children a lovely sense of belonging and makes them feel proud of their achievements. Staff ensure the outside play space is used daily which supports children's well-being and physical development.

Leaders provide developmentally appropriate play and learning resources to ensure the environment presents interesting and stimulating play opportunities. Outside there is a well-resourced, sheltered play area and children have opportunities to access the forest school. There are some multi-cultural resources which reflect the wider society, promoting equality and learning about cultural awareness, including dolls and books. The setting has good quality furniture and resources to support children's independence. For example, small jugs to pour their own drinks at snack time, a nose wiping station, child sized tables, chairs, and individual coat pegs for their belongings. There are a suitable number of children's toilets available, with liquid soap and paper towels easily accessible to support children's independence when washing their hands.

Leadership and Management — Adequate

Leaders work hard to provide a valuable service to children and their families. They put the children's needs at the heart of the setting. The statement of purpose reflects an accurate picture of what the setting has to offer, allowing parents to make an informed decision about the care their child receives. Required policies, records and procedures are in place and most contain the relevant information. However, the lost and missing child policy does not state that any incident would be referred to the local safeguarding board as is required. Children's registers do not indicate exact times of arrival and departure, which is valuable information in the event of any safeguarding concerns.

Leaders ensure staff receive regular training and support which enables them to carry out their roles effectively. They follow safe recruitment procedures and maintain well organised staff files which contain all the required information. Staff receive regular supervision meetings and annual appraisals which enable them to reflect on and develop their practice. Leaders keep records of all staff supervisions in one book; therefore, records cannot be stored in staff's individual files. Doing so would enable staff to have a better oversight of their own progress and development. Leaders ensure the required staffing ratios are met each day, including during break times.

Leaders are beginning to reflect on and evaluate the service they offer. They produce an annual quality of care report which is shared with parents. This report outlines the strengths of the setting and briefly identifies areas they wish to develop and improve upon. However, the report does not clearly reflect the views of parents, staff, and children, whose feedback is fundamental when evaluating the effectiveness of the setting.

Leaders have established positive relationships with parents. Parents shared very positive comments in our inspection feedback questionnaires. For example,
'*My child loves Little People at Oakfield, they've really taken to it so well and are thriving, learning new things each and every day.'* Strong partnerships are developed with the nursery school. Leaders ensure staff share information daily with nursery teachers. They have built beneficial relationships which enable a smooth transition for children to help support best possible outcomes.

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)
Standard 7 - Opportunities for play and learning	Maintain individual development files for children to enable staff to have better oversight of children's learning and progress.
Standard 5 - Records	Update the lost and missing child policy to state any incident will be reported to the local safeguarding authority.
Standard 5 - Records	Ensure children's registers record exact times of arrival and departure.
Standard 13 (Day Care) - Suitable Person	Ensure staff supervision records are kept in their individual staff files to enable staff to have better oversight of their own progress and development.
Standard 18 - Quality assurance	Ensure the quality of care report considers and reflects the views of parents, children and staff.

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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