



Inspection Report

Little Angels Flying Start Tiny Tigers

**Mount Stuart Primary School
Adelaide Street
Cardiff
CF10 5BS**



Date Inspection Completed

20/04/2021

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About Little Angels Flying Start Tiny Tigers

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| Type of care provided | Children's Day Care Sessional Day Care |
| Registered Provider | LITTLE ANGELS FLYING START NURSERIES LTD |
| Registered places | 40 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | This is the first inspection. |
| Is this a Flying Start service? | Yes |
| Does this service provide the 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 the 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.' |

Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

The setting is very child centred with a strong emphasis upon children directing their own play and learning. Children settle well and are happy. They have opportunities to become independent and develop their skills through a range of quality experiences and play. Children form close bonds with each other and staff, making them feel safe and secure.

Staff are professional, appropriately qualified and take their responsibilities seriously. They have a good understanding of how to keep children safe and healthy. Staff have implemented new policies and procedures in response to Covid-19 well. They plan for a wide variety of activities, which capture children's imagination. Staff keep effective records of children's progress.

The environment is clean, welcoming and well organised. A good assortment of indoor and outdoor toys and resources promote children's all round development.

The leadership and management of the setting is strong. The manager listens to staff and they feel well supported. There are suitable policies, procedures and records in place. Parents are very complimentary, and speak highly of the staff and the care their children receive.

Well-being

Children speak and express themselves confidently. They are listened to which makes them feel safe and valued. Children have many opportunities to make choices and decisions. For example, for most of the session children are able to free flow between indoor and outdoor play. They move around easily and choose from the wide variety of toys and activities available to them. Children are able to choose when they would like to have their snack. For example, when asked if they would like something to eat, some children were busy playing, they were able to carry on, and have their snack later.

Children throughout the setting enjoy their time there. They have strong bonds of affection with the staff and they know staff will help them. Children are beginning to form friendships, in line with their age and stage of development. They are kind towards their friends and remind each other to share toys. Children play happily together or alongside each other. For example, we heard squeals of delight as a group of children completed an obstacle course in the outdoor area, cheering their friends on.

Children are absorbed in their play and receive very good play opportunities. For example, we saw one child pretending to cook real potatoes in the mud kitchen, 'seasoning' them with sand and dust before serving them up to their friends. A group of children playing with water were amazed at how the water changed colour when mixed with food colouring. Children access regular exercise and fresh air. They play daily in the outdoor area and take part in mini yoga on a weekly basis.

Children learn self-help skills and are encouraged to carry out tasks on their own, which helps prepare them for attending school. They wash their hands independently and hang up their coats up when they arrive at the setting; those children who need support with these tasks ask for help. Children confidently approached us (CIW) chatting happily, showing us their toys.

Care and Development

Staff have good knowledge of how to keep children safe and healthy. They have adapted well to the new policies and procedures to help keep children safe during the Covid 19 pandemic. Staff carry out good hand hygiene and effectively implement new cleaning procedures. They ensure that children frequently wash their hands for an appropriate amount of time. Snacks provided are healthy and nutritious. Staff have a clear understanding of the safeguarding procedures and know that leaders will respond to any concerns raised. All staff have training in child protection. They complete records relating to accidents, incidents and medication appropriately. Regular fire drill practices ensure that staff and children are aware of how to evacuate the premises safely.

Staff interact well with children. They chat happily and enthusiastically with children to support their play and learning. Staff have a sound understanding of child development, and its impact on children's behaviour. Staff manage children's behaviour effectively and use appropriate strategies. A traffic light system provides children with visual cues to help them manage their own behaviour. We saw staff use this system successfully to signal when an activity is about to end and a new one begin. We heard lots of praise for positive behaviour, for example, '*well done*' and '*good sharing*', when children help to tidy up and when they are kind towards their friends. Staff act as good role models at all times.

Staff know children well and understand their individual needs and preferences. They speak knowledgably about the children in their group. Staff plan a very good range of activities that appeal to children. They discuss which activities went well, what children enjoyed and any improvements needed. For example, a group of children loved playing with the toy diggers, so staff planned for the next session to introduce diggers into the sandpit. Records of children's development track their progress well. Staff naturally extend children's learning during their play. We saw a group of children and staff member using magnifying glasses to look at a selection of plastic insects. The staff member encouraged the children to name the insect, describe its colour and count its legs. Staff promote the use of the Welsh language well, using phrases frequently throughout the session and singing lots of Welsh songs at circle time.

Environment

The environment is safe and secure and provides ample space for children to play and learn. Staff complete daily safety checks to identify and where possible eliminate any risks to children's safety. There is a thorough risk assessment in place for all areas of the setting to include activities. However, the document did not indicate one recent change in current practice. Routine maintenance checks for the building and appliances are undertaken. Registers record the times that children arrive at and leave the setting.

The environment is clean and well maintained. It provides light, bright and spacious areas for children to explore. There is a wide range of good quality resources. Children are able to access toys easily, which supports their independence. Staff display children's photographs around the setting, giving them a lovely sense of belonging. Children's famed artwork displayed on the walls celebrates their achievements, enhancing their self esteem. The outdoor play area is safe and secure and offers plenty of opportunities for children's play. We saw children riding on trikes, role playing in the Wendy house and exploring their natural surroundings investigating mini beasts and flowers.

Resources are of a high quality. Wooden and natural play equipment is favoured. For example, a well resourced home corner including real pots and pans, kitchen utensils, telephone and food items. Toys and equipment are cleaned and disinfected regularly, which is especially important during the current pandemic. The environment is further equipped with good quality suitably sized furniture and resources to support children's independence. For example, child sized table, chairs, coat storage area for their belongings and interactive kitchen for snack and cooking activities.

Leadership and Management

Leadership and management of the setting is strong. There is a clear statement of purpose providing parents with accurate information about how the setting runs. The manager is dedicated and has a clear vision. All policies and procedures are in place and contain required information.

The manager carries out checks to ensure all staff are suitable to work with children. Staff receive regular individual supervision meetings providing them with time to reflect on their strengths and discuss any training needs. Staff receive very good opportunities for learning and development. For example, staff told us that recent training in Covid 19 Trauma, and training in ALN (Additional Learning Needs) has been beneficial to their role. There are enough qualified and experienced staff to make sure children are well cared for, at all times.

The manager plans well for improvement. They regularly seek feedback from parents, staff and children in order to complete a quality of care report. The report clearly identifies strengths and areas for development. Regular staff meetings ensure that staff are able to share ideas, reflect on their practice, and continually improve within their role. This has a positive impact children's time at the setting. For example during one meeting, staff identified the need to incorporate more of the Welsh language into their planning. Staff now plan for and use 'Welsh words of the day' for different areas of learning.

Information is shared with parents via a private social media app and emails regular newsletters. In addition, parents receive verbal feedback about their child's day at the end of their session. During the current pandemic parents, have virtual meetings with the staff. Parents told us that they were very happy with the setting and they told us they had good relationships with the staff and manager. One parent told us that their child '*skips into playgroup every day without a second glance back.*'

Recommendations to meet with the National Minimum Standards

R1. Update risk assessment to reflect recent change in practice.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

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Areas where priority action is required

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Areas where improvement is required

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Date Published 19/05/2021