



## Inspection Report

**Little Angels Flying Start - Fun Start**

**St Mary The Virgin C/w Primary School  
Canal Parade  
Butetown  
Cardiff  
CF10 5HB**



**Date Inspection Completed**

12/10/2021

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## About Little Angels Flying Start - Fun Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	LITTLE ANGELS FLYING START NURSERIES LTD
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	28 January 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use the service.

## **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.

Children settle well and have lots of fun. Their opinions and interests are highly valued. Children receive exciting opportunities and make choices about how to spend their time at the setting. They interact well with their friends and form close relationships with staff. Children receive warm and responsive care.

Staff have a very good understanding of how to keep children safe and healthy. They have implemented new policies and procedures in response to Covid-19 very well. Staff are friendly, and provide safe, nurturing care. They plan for a wide variety of activities, which promote children's curiosity, play and learning. Staff keep very effective records of children's progress.

The environment is clean, welcoming and safe. It is extremely well organised to stimulate and support children's play and learning. An excellent range of indoor and outdoor resources promotes children's curiosity and all-round development.

People who run the setting are highly motivated and dedicated to delivering high quality childcare. They provide consistent encouragement and support to staff. Required policies and records are detailed, thorough and regularly reviewed. Parents speak highly of the setting 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. They have many opportunities to make choices and decisions. Children choose from a wide variety of exciting play opportunities. They can choose to play indoors or outdoors, although during our observations most children were happy to explore the outdoor play area. Planned activities take into account children's interests and ideas, which puts their 'voice' at the heart of the setting.

Children throughout the setting are happy, enthusiastic and enjoy their time there. They feel secure in staff's care and are familiar with the setting routines. Children are beginning to form friendships, in line with their age and stage of development. They play happily together or alongside each other. For example, we saw children rocking back and forth on a see saw, smiling and laughing as they sang 'row your boat' in loud cheery voices.

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 one child completely absorbed in their play using real life tools, carefully driving a screw into a piece of wood. They beamed at the encouragement and praise from a staff member, who told them '*they were very clever*'. They happily moved onto another activity, pushing some toy diggers around in a buggy. Children also benefit from a range of adult led activities. We saw children settle well for circle time, animatedly joining in with Welsh and English songs.

Children learn self-help skills and have many opportunities to carry out tasks independently. This helps prepare them for attending school. They are encouraged to put on their shoes after a nappy change and their coats before going outdoors to play. We saw children wash their hands independently after playing in the mud kitchen. Children are developing in confidence and were unperturbed by our presence. They happily approached us, keen to show us their paintings. Children enjoy sociable snack times and chat easily to their friends and staff.

## Care and Development

Staff have very good knowledge of how to keep children safe and healthy. They have implemented effective policies and procedures to help keep children safe during the Covid-19 pandemic. Visitors to the setting are asked to sanitise their hands on entry and staff wear appropriate PPE. Staff use good hand hygiene and have increased the frequency of cleaning procedures. They sterilise toys used during the morning session in preparation for children who attend in the afternoon. Staff ensure that children frequently wash their hands for an appropriate amount of time. Healthy snacks and water are on offer. The setting has achieved an award for healthy eating. Staff know how to raise safeguarding concerns. They speak confidently about safeguarding procedures and know that leaders will respond to any concerns raised. All staff have current training in child protection. Regular fire drill practices ensure that staff and children are aware of how to evacuate the premises safely. Staff record all accidents and incidents in detail, and share this information with parents.

Staff interact with children in a kind, patient and caring manner. They chat naturally with children to support their play and learning. Staff have a sound understanding of child development, and its impact on children's behaviour. The behaviour management policy focuses on the use of positive strategies and staff work in line with the policy. Staff use a traffic light system effectively to help children understand when to stop unwanted behaviour or when it is time to finish an activity. We saw staff members gently and clearly reminding children to share and take turns when playing. Staff use lots of praise to encourage and reinforce positive behaviour and act as excellent role models at all times.

Staff support children's learning and development in a highly effective way. They plan an extensive range of activities that appeal to children's interests. Staff evaluate activities and carry out regular observations of children's play. Observations focus on children's engagement, enjoyment and progress; staff use this detailed information to plan for children's next steps in learning. There are several systems in place to monitor and identify any additional learning needs. All children have learning journey books, which are a record of their time spent at the setting. These include photographs of activities and examples of children's work to demonstrate skills achieved. Staff promote daily active and outdoor play activities with all children. The use of incidental Welsh is strong throughout the setting.

## Environment

The environment is safe, secure and provides ample space for children to play and learn. Staff complete safety checks of the environment to identify and where possible eliminate any risks to children's safety. Effective policies, procedures and rigorous risk assessments help keep everyone safe during the Covid-19 pandemic. For example, visitors provide track and trace information, and parents do not enter the setting. Routine maintenance checks for the building and appliances are undertaken. Registers record the times that children and staff arrive at and leave the setting. Staff lock external doors and gates. They ensure only authorised entry to the setting and maintain a visitors log for any visitors. Although non-essential visitors are not permitted currently due to the Covid-19 pandemic.

The environment is very welcoming and child friendly. It provides bright, spacious and exciting areas for children to explore. Calming neutral décor and large framed photographs of children at play displayed around the setting create a cosy home from home atmosphere. The main playroom is organised to a very high standard to promote all areas of children's development. An excellent range of resources, including real life and multicultural items, promote children's awareness of equal opportunities and cultural diversity. Highly creative wall displays include children's artwork, which celebrates their achievements, giving them a sense of pride and belonging. Resources in the outdoor area replicate the high quality provision indoors, promoting children's curiosity, discovery and exploration. We saw children thoroughly enjoy their role-play in the mud kitchen, mixing glitter and brightly coloured powder paint with mud, before serving it up on real plates. Another child spontaneously filled a watering can from the water butt, and watered the many potted plants.

Regular cleaning of toys and equipment is undertaken, which is especially important during the current pandemic. The setting has excellent quality furniture and resources to support children's independence. For example, child sized tables, chairs, toy storage units and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available. These areas are clean and fresh, with liquid soap and paper towels easily accessible to children.

## Leadership and Management

People who run the setting are highly skilled, experienced and continually seek to improve on the existing high quality care offered. There is a clear statement of purpose providing parents with accurate information about how the setting runs. Detailed and regularly reviewed policies and procedures aid the smooth running of the setting. The responsible individual keeps in regular contact and provides good support to the person in charge of the setting and the team. Registers evidence required ratio of staff to children at all times.

People who run the setting maintain a particularly organised environment, documents are easily accessed and in good order. Staff files are of a good quality and all relevant checks carried out to ensure staff are suitable to work with children. All staff receive valuable, regular supervisions and annual appraisals, which enable staff to identify their strengths and areas for development. The annual quality of care review takes into account the views of parents, children and staff. The review reflects positive feedback from parents with comments such as, '*The service does an excellent job, my daughter is thriving with her development*'. The setting has achieved highly commended status in the Early Years Wales Quality for All Scheme, which recognises high quality standards of care. Staff have completed Welsh language training with Early Years Wales.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. All staff have up to date mandatory training such as first aid and safeguarding, and receive good opportunities for additional training. The staff team are enthusiastic, motivated and enjoy their work. They told us people who run the setting are extremely dedicated, supportive and receptive to their ideas. Staff added they felt supported through the Covid-19 pandemic with the good supply of Personal Protective Equipment (PPE) available to them.

The setting has established excellent relationships with parents. Parents receive regular feedback on their child's progress. We saw staff giving detailed verbal feedback to parents about their child's time at the setting. Parents we spoke to were very complimentary of the setting stating, '*Our child is always happy to go in, goes in smiling and comes out smiling. The staff are like a family to us*'. The setting value families' first language by using interpreters and other parents to translate. Strong working relationships with various agencies and professionals, such as Flying Start, speech and language and health visitors are developed.

## Recommendations to meet with the National Minimum Standards



None.

**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**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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