



## Inspection Report

**Little stars Penarth**

**Unit 13  
Llandough Trading Estate  
Penarth Road  
Cardiff  
CF11 8RR**



**Date Inspection Completed**

31/01/2024

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## About Little stars Penarth

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Little Stars Childcare (Cardiff) Limited
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	Post-registration inspection.
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.

<a href="#"><u>Well-being</u></a>	<b>Adequate</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Overall, children are settled and happy at this setting. They express themselves sufficiently. Children play alongside each other relatively well, taking turns and co-operating. They have good opportunities to develop their independence skills. However, on some occasions, some choices and experiences are limited.

Staff have good relationships with the children. They are kind and caring, providing appropriate interactions to ensure children feel valued and happy. They adequately promote children's care, learning and development, although this is sometimes inconsistent.

Leaders ensure a suitable environment is available for children and there is a sufficient supply of resources and equipment. Some improvements are needed to ensure children's health and safety.

Leadership and management is satisfactory. Although leaders are committed to providing a good quality service, some improvements are required to meet with regulations and standards. They have built positive partnerships with parents/carers, the school and the local community.

## Well-being

## Adequate

Children make appropriate choices and decisions about what they do and how they spend their time in the setting. They move around the rooms freely and are relaxed in the environment. Older children explained how they can move beanbags and cushions into their designated area to make it more comfortable. Children are generally confident they will be listened to and their needs will be met. However, there are times during the day when choice is limited for the children. For example, during the gymnastics sessions, children can sit on the side if they do not wish to join in, however all children are required to enter the hall during this time.

Most children settle well and engage with the activities and resources on offer. We saw a child who was new to the setting following their own interests and exploring the gymnastics equipment whilst other children joined in with the session. Children know the staff well, so they feel relaxed in their care. They are familiar with the daily routines which creates a sense of belonging. For example, younger children independently washed their hands before lunch, sat together at the table and chatted with staff about what is going to happen during the day. On arrival, older children, happily take responsibility for storing their belongings.

Children learn to interact and play cooperatively alongside others. For example, two young children happily played together with the doll's house whilst we saw older children enjoying a board game together. Most children are aware of behaviour expectations, and they respond well to the praise they receive from staff. Most children respect the toys and resources. However, some children occasionally misuse them. This creates further risk especially when following the curiosity approach and using real life items such as glass jam jars in the home corner.

Children freely and happily engage in the activities available. They thoroughly enjoy the gymnastics session where we observed lots of laughter and smiles. Children focus on a task for an appropriate length of time for their age and stage of development. For example, older children enjoy completing craft with their friends, whilst younger children have fun dressing up and playing with the sand.

Children have good opportunities to develop their skills and be independent. They can freely move around the allocated rooms accessing the resources staff have made available. Children have opportunities to develop their independence in line with their age or stage of development. They visit the toilet independently and serve themselves at snack time.

## Care and Development

**Adequate**

Overall, staff keep children safe and healthy. Staff understand their responsibilities to keep children safe and mostly implement the policies and procedures effectively. They demonstrate a good understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff accurately complete relevant records in relation to accidents and incidents. They provide healthy and varied snacks and are aware of children's allergies. Staff carry out regular hygiene procedures such as cleaning the fridge, washing tables and brushing floors. However, staff are inconsistent when supervising snack time. For example, during the after school session, staff did not ensure that children washed their hands, did not provide children with serving utensils, did not ensure that children had their drink or food at the table that had been cleaned and did not always replenish snacks in a timely manner, resulting in some children not having a variety or sufficient quantity of snacks.

Staff engage with children in a warm and friendly manner. We saw an example of this in the gym where staff praised children's efforts and achievements. Staff mostly supervise and interact with children appropriately. However, on some occasions this is inconsistent. For example, during busy periods, staff are deployed in various sections overseeing the rooms. This results in staff standing and supervising whilst children play, which creates missed opportunities to engage with children and develop their learning. Staff mostly promote positive behaviour but are inconsistent in encouraging children to respect resources.

Staff provide suitable resources and activities for children to support their learning and development. They promote independence well; they encourage children to do things for themselves but offer support when necessary. For example, when a young child struggled to put a painting apron on. Staff promote children's curiosity through activities and real-life resources. They provide plenty of opportunities for physical play through daily use of the gym. Staff plan a variety of activities for the forthcoming term and ask children for their personal likes and interests, mostly promoting child led play. They sufficiently record and plan for children's learning and the next steps in their development. We heard some basic Welsh language being promoted during our visit.

## Environment

**Adequate**

Overall the environment is safe and secure. Daily checks are completed and adequate risk assessments of the site and activities are in place. However, leaders do not always identify risks to children's health and safety. For example, the vinyl flooring is torn in parts, which is a potential trip hazard. The leader told us the flooring is due to be replaced. A wall mirror, white board and electric lead had not been secured. Following the inspection, the leader notified us that the wall mirror and white board have been removed and the electrical lead has been secured. Daily checks had not been properly completed as the hot water and hand dryers had not been turned on for children's use and the playrooms were cold. The leader told us that the heating is on a timer system, however, due to the construction of the building, it is difficult to maintain the required temperature. The service's own records also showed that on some dates the room temperatures fell well below the required minimum temperature of 18°C. Whilst no immediate action is required, this is an area for improvement and we expect the provider to take action.

The environment is suitable and provides a relatively welcoming, child friendly space. The indoor play area is divided into three areas, which are spacious. Older children have access to a sectioned off 'den' area. The layout of the play areas promotes independence well as children have plenty of space to move around freely and access the toilets. The outdoor area is currently out of bounds as leaders told us that it is unsuitable for use at present. Leaders make good and purposeful use of the gym on a daily basis promoting children's physical development.

Leaders provide a suitable choice of resources for children. Resources are appropriate for the age of the children attending. Staff ensure a sufficient amount are set up and available daily, although some activities were set up following lunch time. All furniture is of appropriate size and height and the low-level storage enables children to see and choose resources freely. The service has introduced some natural and authentic resources to promote children's curiosity. Most toys and resources are in a relatively good condition, however, some items do not work, for example some electronic devices and the TV. Displays in the setting included some of the children's work, however there are many walls with no displays or bilingual signage. Items and resources promoting cultural awareness and diversity are not always freely available.

## Leadership and Management

**Adequate**

Leaders are dedicated and are clearly passionate about providing good quality care. They maintain and share an up-to-date statement of purpose. They regularly review their policies and procedures. Paperwork and electronic records are organised. They ensure they collect, record and monitor the required records. The sample of records viewed, including children's registers, children's records and accident and incident forms, were all well maintained. However, staff attendance records had not been completed since registration. Following the inspection, the leader notified us that a staff attendance record is now in place.

Leaders have a suitable self-evaluation system in place to help them plan how they will improve their service. They produce an annual Quality of Care report that demonstrates they consult with parents, staff, children and any relevant external agencies to inform their review. Leaders have identified future plans for the service, which include revamping the outdoor area additional staff training on areas such as the New Curriculum for Wales and further development of the healthy pre-school programme. Leaders do not currently provide an "Active Offer" of the Welsh language.

Leaders follow a relatively safe recruitment process to safeguard children. However, staff files sampled were missing some of the required recruitment information. For example, references and identification. Following the inspection, leaders notified us that the missing information is now in place. Supervision and yearly appraisals are in place. Staff said they feel well supported by leaders and they are happy in their work. Staff are qualified and hold up to date certificates for safeguarding, food hygiene and first aid. Leaders ensure they maintain the required staff ratios and engage with Care Inspectorate Wales (CIW) and other regulators when necessary.

Leaders have good partnership working with parents. They share information verbally and electronically with them. Leaders have good links with the local schools, community and external agencies.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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25	The Registered Person must identify, reduce or eliminate risks to children's health and safety.	New
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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 9 - Behaviour	Ensure staff consistently implement the behaviour management strategies set out in the behaviour management policy.
Standard 10 - Healthcare	Ensure staff consistently ensure that children follow good hygiene procedures at all times.
Standard 13 (Day Care) - Suitable Person	Ensure all staff recruitment information is in place prior to the commencement of employment.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure children's choice is promoted at all times and they have consistent opportunities to interact with the adults caring for them.
Ensure items and resources promoting cultural awareness and diversity are always freely available.
Further promote the use of the Welsh Language and to further implement the New Curriculum for Wales.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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