



## Inspection Report

**Little Stars Daycare**

**Little Stars Daycare  
Community Hall  
Jenkins Terrace  
Maesteg  
CF34 9LA**



**Date Inspection Completed**

06/02/2024

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## About Little Stars Daycare

Type of care provided	Children's Day Care Full Day Care
Registered Person	Lisa Davies
Registered places	29
Language of the service	English
Previous Care Inspectorate Wales inspection	9 August 2023
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.

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

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

### **Summary**

Nearly all children are happy and settled. They freely make choices and decisions about what and where they play. Children have good relationships with one another and staff. They enjoy a range of opportunities, both inside and outside.

Staff understand and implement policies and procedures to promote safety for children. They positively interact and engage, using positive reinforcement regularly. Staff provide a range of play and learning activities, they know the children well.

People who run the setting have appropriate policies and practices in place and generally ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. Children access a range of activities and resources, which are readily available to them.

People who run the setting have a good understanding of the regulations and national minimum standards. They have a clear vision and are keen to drive improvements. They have acted promptly to implement changes following the inspection visit. Recommendations are at the end of the report.

**Well-being****Good**

Children have good opportunities to make choices and decisions and have their voice heard. They freely decide what activities and resources they want to play with. For example, we saw children choose to engage in the home corner, with playdough, and share books. They choose if they would like to rest or carry on playing, with their decision respected by staff.

Most children are happy, settled and cope well with separation from their parents or carers. New children have comforters such as a dummy and blanket, alongside staff reassurance to help them settle. Children have positive relationships with each other and staff. Many children know routines well. We saw children give staff big cuddles when they start work. Children laugh and smile whilst playing. They confidently engage in story and action songs.

Nearly all children enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw children share resources and cooperate with one another whilst playing in the home corner and engage with block play. Most children are active, engaged and play together well. Younger children are beginning to share and are developing their skills with support from adults. For example, staff remind children to share and use kind hands with their friends. Children explore the environment and engage in mostly child led activities.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests, seeking out resources and equipment. They engage in purposeful play, we saw children engage with playdough, paint, and other sensory opportunities. Children clearly have a love for books, gaining great pleasure in re-enacting a story with songs and actions. Children confidently explore the outside area.

Children are developing their independence skills suitably. They wash their hands and access the bathrooms independently, or with support if needed. Children competently use cutlery at lunch time to feed themselves and support staff with tidying up. They are learning to take their coats and wellies off when returning from outside play.

**Care and Development****Good**

Staff understand and implement policies and procedures to promote the safety and wellbeing of children. Staff have a good understanding of their role in protecting children and answer safeguarding questions. Nearly all staff have completed mandatory training, including, child protection, first aid, and food hygiene. Accident, incident, existing injuries, and medication records are complete by staff and countersigned by parents. Consent forms are in place for emergency first aid and medication administration. There are systems in place to meet allergy and dietary needs, although this does not include signs symptoms and actions to take. Placemats are being implemented soon with allergy information included. All staff have recently undertaken allergy training. A healthy menu is in place for snacks and lunches. Overall, there are suitable cleaning and hygiene practices in place. We saw staff clean tables and follow nappy changing practices appropriately. Older children wash hands prior to meals, with younger children wiping their hands. However, there are inconsistencies with staff washing hands prior to meals. Staff supervise and model to ensure effective practice.

Staff understand the behaviour management policy and implement positive strategies. They use positive reinforcement, encouraging children through praise. We heard staff say, “*Good girl/boy- high five!*”, “*Da iawn*”, and “*Well done*”. They encourage children to use “*kind hands*” with their friends. Staff are caring and responsive, they know children very well. Staff listen and communicate with children successfully. Interactions are mostly positive, demonstrating warmth, kindness, and patience. Overall, staff support children in their play. Engaging with them and interacting at children’s levels. Staff engage with children playing roll the ball in the baby room and sing Welsh emotion songs. At some points in the day, children were a little unsettled having to wait during transitions from one activity to the next, for example at lunch time. Staff are positive role models.

Staff provide a range of play and learning opportunities, with a balance of child and adult led activities. Staff play alongside and support children in their learning. We heard staff count with children whilst using stepping stones during outside play and develop their knowledge of vegetables whilst playing in the ‘indoor garden’. They are implementing the Curriculum for Wales and are promoting children’s natural curiosity. Children take the lead in free play and the activities or resources available to them. Staff undertake observations and record children’s next steps. Planning covers topic and themes with a learning journey in place. They recognise if children have emerging needs and act. There are clear systems in place to support children who have additional learning needs, with a range of support available to them and parents/ carers. Welsh is encouraged and introduced with children.

## Environment

Good

People who run the setting ensure the environment is generally safe, secure, and well maintained. The main door has a view hole, doorbell, key code entry, and all visitors sign in. CCTV is in place throughout the nursery. People who run the setting complete a range of risk assessments, with reviews in place. Staff complete daily visual and health and safety checks. However, at the time of inspection, a fire exit route was cluttered and there were other areas of the nursery which could pose a potential risk to children. During and following our visit, the areas were de-cluttered. A light in the hallway was not working. However, the RP has confirmed this has now been replaced. People who run the setting complete regular fire drills. Effective cleaning routines are in place.

People who run the setting provide a flexible environment. The indoor play space is organised to provide children with space to freely move and stimulate their learning, with different play zones. Much of the equipment is at low level for children to access independently. The environment reflects a natural and calming atmosphere. The outdoor play space has a range of opportunities. A construction and sensory area, a playhouse and climbing frame is available. The exterior and interior of the building have recently undergone redecoration. Children have warm wet weather all in ones and welly boots, allowing them to access outdoors in all weathers.

People who run the setting provide a range of quality, developmentally appropriate play and learning resources. This ensures children have plenty of variety and choice. They provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. They have recently purchased cots for younger children attending the provision. People who run the setting provide resources and learning opportunities to promote children's curiosity about the wider society, celebrating equality and cultural awareness.

## Leadership and Management

Good

People who run the setting engage positively with CIW and are keen to drive improvement. There is a strong vision for the setting, which is shared with others. They meet the national minimum standards and regulations. People who run the setting inform CIW of any significant events at the setting and keep us up to date with changes via the online portal. An accurate Statement of Purpose provides a clear overview of the provision on offer.

They ensure regulatory records are in place and are in the process of re-organising their office space to develop efficient management of paperwork. They complete registers for children and staff at the setting. However, at the time of inspection, it was not clear when staff take their breaks or if they leave on a school run. Following the visit, a new system for recording staff breaks has been implemented. Consent forms are in place for a variety of activities at the setting. Policies, procedures, and documents are regularly reviewed. They have current ICO certificate, alongside appropriate public liability insurances.

There are effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. People who run the setting, lead by example, providing a supportive and effective team working environment. There is a strong team ethos at the setting.

People who run the setting follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction is complete. Staff have support from their manager, with regular supervisions and appraisals undertaken. Team meetings regularly take place.

People who run the setting have established relationships with parents and carers. They have support from professionals, which enhances the provision to children and families attending the setting. They seek grant funding to develop the provision, which benefits those attending. Parents are kept informed of their children's day using an interactive app and verbal discussions. The setting has open evenings, regular newsletters, and social media posts to share information with parents. As part of the inspection process, we gained feedback from parents. Comments were very positive.



### 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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 10 - Healthcare	Ensure consistency with hygiene practices in relation to staff handwashing
Standard 7 - Opportunities for play and learning	Ensure consistency for children during transition between activities and routine changes
Standard 22 - Environment	Ensure any unnecessary risks are removed as soon as possible

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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