



Inspection Report

Little Stars Daycare

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



Date Inspection Completed

02/08/2023

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	March 2019
Is this a Flying Start service?	No
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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy, settled and have worthwhile experiences at the setting. They make choices about activities they engage in and are free to follow their interests. They have warm relationships with staff and positively interact with them. Children make positive progress in their learning and development. Their social and independence skills are developing.

Staff keep children safe effectively and implement the setting's policies and procedures successfully. Interactions with children are worthwhile and warm and staff positively support children's needs. Staff plan a consistently good range of activities, which are sometimes led by the children's interests. Staff keep detailed records of children's progress.

The indoor environment is welcoming and well organised. Staff have recently refurbished the setting. They follow clear and thorough infection control procedures. The environment throughout is clean, safe, and suitable. Risk assessments are in place and ensure that all possible risks are considered. The setting has a range of good quality toys and resources indoors.

Leadership and management of the service is strong and successful. The staff team are close and work well together. During the inspection, some documentation was not available to the persons in charge (PiC). Since the inspection, the responsible individual has addressed this. Parents speak highly of the setting, the opportunities, and the care their children receive.

Well-being

Good

Nearly all children arrive eagerly at the setting and cope well with separation from their parents and carers. They have formed strong bonds with staff, which have a positive impact on their well-being. Children are aware that staff respond effectively to their needs and children approach them with ease. For example, younger children seek out staff when they are tired or upset, where staff comfort them or sing quietly. Older children were comforted with resources used to distract them. This ensures children settle quickly. Throughout the setting, nearly all children have built positive friendships. Children happily play with each other. For example, children work together to build a building using blocks and a wooden railway track. Children take turns and happily support each other.

Children are confident when communicating with staff and each other. They show a keen interest and engage well in most experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, children engage with painting, building, and physical exercise including a yoga session. Children know their moods and their wants are fully taken into consideration, and they are free to decide in which activities to participate. For example, younger children are encouraged to choose songs to sing or what resources to use. Staff understand children's attempts at communicating. For example, children made wheel shapes with their hands to sign wanting to sing "*The wheels on the bus go round and round*". Older children spent time speaking to the cook preparing lunch and asking questions such as "*what's on the menu?*" and "*why are you cutting onions?*" The cook skilfully responded to the questions which turned into a discussion about the children's likes and dislikes. Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff.

Most children develop their independence skills successfully with the support of key workers. For example, children take responsibility for storing their personal belongings. Children are encouraged to be independent, some with staff support. For example, they wash their hands and choose their own snack using prompts such as reminding them of their likes and dislikes. Children are encouraged to help with tidying resources away at the end of the session.

Care and Development

Good

Staff implement the setting's policies and procedures ensuring children are kept safe and healthy. They receive regular safeguarding training and confidently understand the setting's safeguarding procedures. Staff record and evaluate accidents and incidents. . They notify parents of any accidents or incidents immediately through an electronic app and are requested to respond accordingly. Staff hold paediatric first aid training, enabling them to deal with accidents appropriately. People who run the setting have put good systems in place to store and record safe administration of medication including the last dose administered. They ensure medicines are stored in their original containers and labelled with the child's name and dosage. However, medication was not always stored securely, as per the setting's medication policy. People who run the setting have since ensured the policy is followed. Staff have relevant food hygiene qualification and follow suitable cleaning procedures as part of infection control processes. For example, they ensure that dummies are stored appropriately and sanitised prior to use, and sleeping mats are cleaned with antibacterial spray and wiped with clean cloths before and after use. Food is healthy and freshly prepared on site by a cook. Staff encourage children to wipe and wash their hands before and after mealtimes. They clean all activity areas and highchairs before and after use. However, at present, staff do not wear apron or gloves when serving food to the children.

Staff have strong and positive relationships with children. They have a kind, caring and patient manner and use gentle tones when talking. They support children's social behaviour. We saw staff sitting with children during activities to discuss ideas and at mealtimes to model good social skills. This offers an effective opportunity to observe children and record information for parents. Staff implement positive strategies in line with their behaviour management policy and offer praise and encouragement to children. We heard staff remind children to "*be careful*", "*gentle hands*," and asking, "*do we run inside?*" Children have access to an outside area where further opportunities are offered to promote their physical wellbeing.

Staff promote children's play, learning and development and plan a range of experiences for them. For example, planned experiences include grasping fish using a magnet, repeating simple animal sounds, arts and crafts and role play. Staff engage consistently well with children during all activities and undertake observations to track their progress to identify next steps in their learning. Records of children's achievements include photographs and examples of work. Staff have a good understanding of meeting the needs of children requiring additional support, working closely with parents and outside agencies. However, the current Additional Learning Needs policy needs to be updated to reflect the new Framework. Staff promote the Welsh language using simple words, songs, and phrases. They celebrate festivals such as Chinese New Year to help children learn about different cultures from around the world.

Environment

Good

The indoor and outdoor environments are safe and secure. Visitors are granted access by staff through the main entrance which is secure and has a doorbell. Visitors sign in and out of the premises on arrival and departure. The outside area is safely accessed through the setting and is surrounded by appropriate fencing. Risk assessments are in place, including signed daily checks, which include smoke alarm checks, outdoor area assessments and checks and assessments of any visits within the locality. All required safety checks are completed within the required timescales, including fire and electrical testing. The premises are clean and safe throughout with staff practising effective hygiene procedures. The toilet and nappy changing facilities are appropriate, and staff follow guidelines to promote children's privacy and dignity.

The premises are warm and welcoming and provide a positive and valuable environment for children to play and learn. The indoor environment is used well to promote learning and development. Recent refurbishments and improvements to the indoor area have been made to the nursery, which has enhanced the provision. The indoor area is appropriate and supports children's physical development, curiosity as well as overall learning. Rooms are large and open plan which ensures children have free access to all activities. Most resources are stored at appropriate levels so children can access them and make choices independently. At present, due to the refurbishment that has recently taken place, there is a lack of storage for unused resources resulting in a build up between the two rooms. The outdoor area is purposefully resourced and easily accessible. However, the outdoor area needs to be developed to further enhance children's experiences. For example, there are some resources that need replacing and overhanging branches require attention. People who run the setting advised of their future plans for the setting's indoor and outdoor environments.

The setting provides an extensive range of age-appropriate toys and resources that keep children successfully engaged. These include building blocks, dressing up resources, tuff trays and soft ball play pit. The setting uses both natural and sustainable materials in children's play effectively. Furniture and equipment are appropriate and of good quality. However, there were no resources to promote cultural awareness and diversity within the setting. All toys and play equipment are clean and well-maintained. We saw staff cleaning resources during the inspection. Sleeping arrangements are in place for all children, however, due to the layout of the setting, no cots are provided, so most children sleep on appropriate mats. Older children were observed sleeping while others were playing around them in the same area at the same time.

Leadership and Management

Good

Leadership and management of the setting is good. People who run the setting are skilled and experienced. They have a clear vision for the setting and strong expectations of staff; they consistently support them to do their best. The statement of purpose provides parents with detailed information on how the setting runs. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. They have put record keeping systems in place including children's contracts, risk assessments and staff files. People who run the setting inform Care Inspectorate Wales (CIW) of events as set out in regulations, providing relevant information at the correct times. This ensures information is current, children are safeguarded, and their welfare promoted.

People who run the setting have worthwhile systems for the evaluation of the service. They consistently self-evaluate the setting and seek feedback from parents, staff, children, and outside professionals. All information is used purposefully within the quality-of-care report. They use this information to identify priorities for improvement and to further improve opportunities for children.

People who run the setting value their staff. They successfully ensure ample qualified and experienced staff are present to make sure children are always well cared for. There is a positive ethos of teamwork within the staff team, and they work closely together to ensure the best outcomes for children. People who run the setting use effective recruitment processes to ensure staff are fully suitable to work with children. They conduct regular supervisions and appraisals to support staff in their professional development and training requirements. Staff we spoke with told us they feel supported by management and can confidently talk and discuss any concerns with them. Regular staff meetings are held to ensure that all staff are kept up to date on safeguarding, to share relevant information and discuss any issues arising.

Partnerships with parents and outside agencies are strong. Staff share regular daily updates with parents via an app including information regarding activities, food, toileting, and photographs of the children in their play. Parents told us that they are satisfied with the care their children receive. People who run the setting have developed strong links with key professionals such as the local authority, local primary schools, and the early years advisor to ensure the appropriate support is available for all children including those with additional learning needs.

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
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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 22 - Environment	Develop the outdoor environment ensuring it is safe, well maintained and adequately equipped.
Standard 16 - Equal opportunities	Develop the cultural awareness resources available for the children at the setting.
Standard 11 - Medication	Ensure medication is stored according to the policy ensuring clear processes for storage and administration.

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 the Additional Learning Needs policy is in line with the current framework.

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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