



## Inspection Report

**Bright Stars**

**Creunant Primary School  
School Road  
Crynant  
Neath  
SA10 8NS**



**Date Inspection Completed**

02/03/2022

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## About Bright Stars

Type of care provided	Children's Day Care Full Day Care
Registered Person	Stephanie Flew Natalie Williams Clare Morgan
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	14 and 22 August 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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 people /children who use, or intend to use their service.

## **Summary**

Children are happy and settled within the setting. They develop trusting relationships with each other and staff, which makes them feel safe and valued. Children make some choices about how they spend their time and they confidently explore the environment. Their independence skills are developing appropriately

Care staff are responsive to children's needs and deliver warm, nurturing care. They know the children well and work in partnership with parents to plan for their individual needs. They offer simple activities and keep suitable and basic records of children's progress. Overall, staff keep children safe and implement appropriate routines, policies and procedures. Safeguarding procedures need strengthening, as well as hygiene and infection prevention control procedures.

People who run the setting have created a secure and pleasant environment. Both the indoor and outdoor environment are equipped with well-maintained, good quality resources and furniture, which are age-appropriate.

The quality of leadership and management is mostly satisfactory and improvements are required or underway. People who run the setting aspire to improve practices for the children and are proactive in making improvements. There are a number of suitable policies and procedures in place; a few of these need reviewing. Parents speak very highly of managers, staff and the care their children receive.

## Well-being

Children of all ages make choices and staff actively support this. They have a selection of activities and free play opportunities and can access most resources independently. Children speak and express themselves freely and are confident to communicate their needs. Children approach staff with ease, as they know staff will respond appropriately. For example, a child did not want to sit at a particular place at the table for lunch so was able to choose to sit elsewhere.

Overall, children arrive happy and develop warm relationships with staff. Children approach staff for cuddles, and some who are upset or anxious receive a hug and reassurance from care staff. Children form friendships in line with their age and stage of development. They play happily together or alongside each other most of the time. Children are familiar with the setting routines, which makes them feel safe and secure. They wait their turn to wash their hands before lunch, and enjoy a sociable lunchtime chatting happily with friends and staff.

Children are encouraged to be kind and considerate towards friends. They are learning to take turns and share during activities. Some children need reminding about the importance of being kind and not to throw items at each other. Children automatically say “please” “thank you” and “pardon me” with others needing some prompting. Children understand the rules and routines, with most of them helping to tidy up when prompted to.

Children enjoy their play and concentrate for an appropriate amount of time. Children play hide and seek outdoors and excitedly shout, “I’ve found you!” One child is engrossed in caring for the baby dolls and putting them to sleep in the prams, whilst a group of children work together to create a mountain with the cereal rings in the tuff tray.

Children develop well, and are confident and curious. Unfamiliar adults do not faze them, and children approach us to ask what we are doing. Young children learn self-help skills such as zipping up their coats and opening up packages from their lunch box. Most children use the toilet independently, and wash and dry their hands afterwards. They try to put on their own coats independently, and help put away resources at tidy up time.

## Care and Development

Overall, the systems in place promote the health and safety of children. Care staff have completed safeguarding training, either online or in person. Care staff we spoke with told us they understand their safeguarding responsibilities. However, their understanding of the setting's procedures are not in line with the setting's policy. The existing system is not sufficiently robust to ensure staff know who to contact, and what to record. People who run the setting, tell us they work closely with the school staff and would approach them for advice if they have any concerns. Care staff follow the setting's procedure when changing nappies. However, they do not follow good hygiene practices at lunchtime; tables are not sanitised before or afterwards and staff do not wash their hands prior to handling food. Care staff record accident logs and most of the staff have completed statutory training such as first aid and food hygiene. However, many accident logs are not dated and do not have parents' signature or acknowledgement by parents / carers of the accident. Care staff record medication logs and give to parents /carers. There are no copies of these kept at the setting.

Experienced and qualified staff care for children effectively and meet their individual needs well. They consistently implement positive behaviour management strategies so children know what the expectations are. For example, care staff intervened appropriately and calmly when some children started to run around the tables. They discussed the risk of hurting themselves and others and thanked the children for listening when they stopped. Care staff talk to the children throughout the day, asking questions, repeating children's words or as part of their play/activities. For instance, care staff asked questions about the older children's day at school and chatted to them while they ate their lunch.

Care staff plan a basic variety of activities to support children's imagination and play. They encourage development of communication and language skills. For example, when a group of children are creating a volcano, care staff ask "do you think the volcano will erupt?" and children responded "yes! And it will flood the valley!" Care staff are responsive to children's individual needs, such as when they need a tissue to wipe their nose. Parents tell us "*the service is exceptional with caring and long standing staff members. They are approachable and my child loves attending*".

## Environment

The setting runs from a portacabin that is located on the school grounds. They have recently moved into a new cabin, which they had from the school. The environment is secure and well maintained indoors and outdoors. Access to and from the setting is secure and there are thorough safety measures in place. The premises is warm, inviting and decorated with displays. People who run the setting identify and minimise risks to children's safety well and have risk assessed all areas, and also complete a daily safety checklist. People who run the setting carry out termly fire drills with the school, as they operate the same hours during term time. However, they do not conduct fire drills during the school holidays.

The setting offers sufficient play space for the age ranges as well as an outdoor area for all children. They are able to access the outdoor space as and when they want to. The schoolyard provides a spacious environment for outdoor play. It includes a wooden undercover area to promote all-weather learning and play. Children have sufficient space to play and learn indoors within one large base room. Children's toilets are easily accessible and are clean. Indoor resources, furniture and equipment are of a good standard.

People who run the setting offer age-appropriate equipment and the children can access the toys independently, as they are stored at an appropriate level. They maintain the upkeep of the equipment to ensure it is safe and suitable for children. Children socialise happily, as they sit at age-appropriate tables and chairs. They ensure that all children can access good quality and a broad variety of appropriate toys and equipment. For instance, dolls, construction toys, a role-play area, sand and musical instruments.

## Leadership and Management

People who run the setting maintain and share an up-to-date statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. They have a comprehensive file of policies, which are reviewed regularly. However, these are not always implemented in practice and some include incorrect information, for example the safeguarding policy.

People who run the setting keep nearly all the required records including individual needs, contracts and permissions. People who run the setting created a log of staff and children's arrival and departure times during the visit, as correct times were not previously logged at the setting. Children's files have signed permission forms by parents / carers, but it does not include permission for social media use. Since the inspection, people who run the setting added this into all children's files.

People who run the setting implement a self-evaluation review. They seek the views of their parents/carers, children and produce a purposeful quality of care report, which includes areas to improve.

People who run the setting carry out robust suitability checks and all care staff have a valid Disclosure and Barring Service (DBS) certificate and all required documents in their files. People who run the setting do not record supervision discussions, as they are informal, verbal meetings during quiet times.

People who run the setting ensure that they have good systems in place to communicate and engage effectively with parents. They keep them well informed with a daily diary for the younger children, and verbal feedback for the older ones. They also use social media to let parents know about changes to the setting or activities they have done. People who run the setting identified the privacy/GDPR risks exposed by staff using their personal phone for uploading photos onto the service's social media sites. As a result, they have applied for a grant to purchase a tablet for the setting. Parents said the service is supportive in all aspects of their children's development; they keep them updated with daily information.



## **Recommendations to meet with the National Minimum Standards**

R1 Reinforce safeguarding procedures and have a clear system in place for any concerns and update the policy with correct contact numbers.

R2 Ensure all accident logs are dated and signed by parents/carers

R3 Reinforce hygiene procedures at lunchtime.

R4 Ensure medication logs are kept at the setting

R6 Ensure supervision logs are recorded and carried out regularly

R7 Carry out fire drill during school holidays

R8 Consider registering with ICO (Information Commissioners Office)

### 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
N/A	No non-compliance of this type was identified at this inspection	N/A
	Staffing ratios must be met at all times, this was in relation to children playing outside and inside the	Achieved

	building	
	staff files must be maintained in line with the regulations to ensure robust recruitment processes.	Achieved
	risks inside and outside the building must be considered and as far as possible, eliminated.	Achieved

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