



Inspection Report

Portfield Preschool at Pennar

**Pennar Flying Start Centre
Cross Park Pennar
Pembroke Dock
SA72 6SW**



Date Inspection Completed

04/07/2024

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About Portfield Preschool at Pennar

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Pembrokeshire County Council Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	This was the first inspection following registration.
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

<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 settled and happy and clearly enjoy their time at Portfield Preschool. They develop a sense of belonging and form strong relationships with staff.

Children have good opportunities to learn and develop from the experiences provided for them and are completely absorbed in their play. They have appropriate opportunities to develop their independence.

Nearly all staff understand and implement policies and procedures to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently implement positive behaviour strategies and model good behaviour. They ensure there is a range of activities available for the children as well as good opportunities for children to follow their own interests.

The people who run the setting have effective measures to ensure the environment is safe and secure. The pre-school is equipped with a wide range of age appropriate and good quality resources that meet the needs of the children and allows them variety and choice.

Leadership and management of the setting is good. People who run the setting and staff work very well together as a team. Overall, they ensure they maintain regulations and National Minimum Standards. The people who run the setting develop good working partnerships with parents.

Well-being

Good

Children have numerous choices and opportunities which enable them to make decisions about how they spend their time. They choose which resources they want to play with and decide which activities they want to take part in. Most children are confident to communicate their thoughts and ideas through gestures, as they know staff will respond and show interest. For example, we saw one child hold a staff member's hand pointing to where they wanted to go. Their needs and interests are always considered.

Children are settled and happy. For example, a child was enjoying being cradled in a staff member's arms and we also saw a child cuddling a staff member. The children know the staff very well and have developed secure and affectionate relationships with them. These strong relationships support children to confidently make choices and participate positively in their play. Children express their enjoyment at preschool and towards staff, beaming happily as they move from room to room accessing different play areas.

Children develop subtle friendships and clearly enjoy being in the company of other children and playing side by side. For example, children play happily alongside each other as they access the water tray or sit happily next to one another during snack time. Children are encouraged to make meaningful connections by building friendships and being kind. We saw a child look at emotion cushions and a discussion on feelings took place with a staff member, '*Are you happy today?*' We saw a group of children engrossed in their play, working collaboratively in the home corner and playing with real life resources. We also saw a child playing the keyboard and another child dancing and smiling in response to the music played.

Children enjoy and are absorbed in their play. Children are motivated to follow their own interests and they sustain their play for periods suitable to their age and stage of development. For instance, one child enjoyed gathering the soft toys and, with the assistance of a staff member, balancing them on the rocking toy; laughing as the collection collapsed. A small group of children were fully engaged in the bucket time session and concentrated well for a period.

Children have appropriate opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, as they arrive at the setting, they leave their parents/carers happily. Children are provided opportunities to choose their snacks and feed themselves during snack and mealtimes, however support is offered when needed. This gives children a sense of achievement and success as a direct result of their own actions. Children confidently choose activities, which supports them to make their own decisions, for example children access the climbing apparatus and choose to exit the area by using the slide.

Care and Development

Good

Nearly all staff demonstrate a thorough understanding of their responsibilities to keep children safe and healthy. Nearly all have a good knowledge of safeguarding procedures and are confident when they are asked about hypothetical scenarios. Staff supervise children effectively and record their daily hours of attendance. They also keep a written record as they enter and exit each room by completing a signing in an out record. Overall, staff follow good hygiene practices in relation to nappy changing and food hygiene. However, on the day of the visit nappy changing was not followed as per procedure and not all children washed their hands prior to eating. Following the visit, the person in charge confirmed staff are now using disposable aprons as per their own policy and procedure for nappy changing. Staff provide some healthy and nutritious snacks whilst managing allergies and food preferences carefully. They consistently record accidents and incidents, ensuring parents are informed. The leader told us no medication had been administered, however there are record sheets in place for when required. Staff have suitable and up to date first aid qualifications. The leader ensures first aid kits are readily available and accessible.

During the inspection, we saw staff interacting with children in a calm, kind and caring way, *'hello my gorgeous girl'* as well as *'that's a nice smile.'* There is a suitable behaviour management policy in place, which staff follow. Staff also use visual flash cards as prompts to support children with instructions and routine of the session, for example showing a child *'it's time to go outside'* card. Staff provide opportunities for children to focus on their own feelings and use strategies to reduce anxiety by taking part in activities such as sensory play. They build very positive relationships with children and offer encouragement and praise throughout the day. For example, we heard a staff member celebrating a child's achievement, *'You're walking so well.'* Staff provide appropriate opportunities for children to be independent and offer support without taking over, *"do you want help?"* Interactions between the staff and children are meaningful and they demonstrate genuine warmth towards each other. Staff are respectful in the way they speak to children and each other, making them good role models.

Staff successfully meet the needs of children; they support children's learning and development well through positive interactions and the activities they provide. For example, they encourage children to count the number of soft toys as they play with them as well as sing songs such as *'Incy Wincy Spider'* and *'Row, Row, Row Your Boat.'* Staff know the children well and plan activities based on individual needs and interests. Staff ensure children are well supervised and give clear, consistent instructions, *'Out of your mouth, no thank you'* as well as *'good walking feet.'* Staff record children's progress and identify their next steps in learning. They keep parents informed about their children's progress verbally, through an app and at parent meetings.

Environment

Good

The people who run the setting ensure the environment is safe, secure and well maintained indoors and outdoors. They risk assess areas as well as activities and these are reviewed regularly. People who run the setting organise regular cleaning routines and their good infection control practices minimise risks to children's health and safety. The people who run the setting ensure they conduct regular fire drills, which are recorded and analysed. They ensure that fire safety equipment is tested in accordance with the required timelines.

The people who run the setting ensure the environment has good indoor play space for children to move freely within both rooms. They organise the environment well to provide a good range of play opportunities suitable for the age range and needs of the children cared for. There are two rooms which are set up to allow children to access a variety of areas including creative, imaginative, physical, social and sensory. They also provide areas that develop specific skills. For example, there is a dedicated sensory tent in one room as well as a soft play area set up in the play shed outdoors.

The people who run the setting ensure that children can access good quality and a broad variety of age-appropriate furniture, toys and equipment indoors and outdoors. These help to stimulate the children's interest and imagination and staff ensure that children can access lots of sensory materials to explore. Children's independence is promoted as resources are stored at low levels and are accessible. There is an outdoor play area, which is accessible via two exits. People who run the setting ensure children have access to a good range of resources outdoors, including soft play area under cover in a play shed, sand and water play, ride-on bikes, climbing equipment as well as a mud kitchen and a grassed garden area. People who run the setting ensure examples of children's art work are on display which provides them with a sense of belonging.

Leadership and Management

Good

The people who run the setting have a strong vision that they share with their staff. The statement of purpose accurately reflects the service provided and meets the National Minimum Standards. They have a wide range of clear policies which they review annually.

The self-evaluation process is good. The people who run the setting seek the views and suggestions of children, parents/carers and staff. They produce a quality of care report, which reflects upon the service provided and identifies areas for improvement. The people who run the setting set and evaluate appropriate priorities, accurately identifying targets for the setting in the improvement plan. An example of one of these priorities is to improve communication with parents.

Overall, people who run the setting follow a safe recruitment process to safeguard children. However, on the day of the visit, two bank staff members were covering staff absences and full suitability checks were not available for one bank staff member. This was rectified immediately following the visit and Care Inspectorate Wales were provided with evidence of documentation. They have satisfactory systems in place to update suitability checks as required. People who run the setting have processes in place to deal with complaints and concerns as well as safeguarding referrals. They ensure processes run in line with their policies as well as regulations. We viewed records during the visit which evidenced actions implemented following concerns received. The leader told us the performance management process is currently being evaluated and changes are being made to the appraisal system. Following the visit, we received a completed appraisal record. The leader encourages staff to attend a range of training. Regular good supervisions are carried out and there is a focus on supporting staff well-being. The people who run the setting ensure that staff are deployed effectively to ensure staffing ratios are correct and therefore children's needs are met. Staff we spoke to were positive and said they felt very supported and happy.

The people who run the setting ensure communication with parents is valuable in order to promote positive outcomes for children. For example, staff use an app to document children's achievements and share information with parents such as photos and observations as well as personal care information. The people who run the setting utilise the expertise of umbrella organisations and outside agencies.

Parents and carers spoken to on the day of the visit shared positive feedback in relation to the care and service offered at the service, '*They are brilliant*', '*my child loves coming*' and '*seen a huge improvement in my child.*' They also told us they felt verbal feedback was good and staff are very accommodating.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
28	The provider has not ensured that all staff members working at the setting have a staff file in place.	Achieved

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 staff are familiar with the nappy changing policy and procedure.
Standard 20 - Child protection	Ensure all staff members are clear on the procedure to follow if they have safeguarding concerns.
Standard 10 - Healthcare	Ensure all children wash their hands before eating.

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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