



Inspection Report

First Steps Playgroup (Trelai Primary School)

**c/o Trelai Primary School
Bishopton Road
Caerau
Cardiff
CF5 5DY**



Date Inspection Completed

09/03/2023

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About First Steps Playgroup (Trelai Primary School)

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	First Steps Playgroups (Cardiff) Limited
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	04 April 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	The 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>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

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

Summary

Children are very happy, settled and enjoy attending the setting. They form very strong bonds with staff. Children are extremely enthusiastic in their play and learning. Their independence is consistently encouraged throughout their time at the setting.

Staff are professional, well qualified and passionate about their roles. They implement the setting's policies and procedures effectively. Staff are extremely patient, kind and caring towards each other and the children. They support children's learning and development through a wide range of planned activities led by the children's interests and developmental needs. Staff keep highly valuable records of children's progress.

The environment is very clean, welcoming and well organised so that children can access resources independently. The indoor and outdoor areas are spacious, and children freely choose what they want to play with from an outstanding selection of resources and toys. The environment is safe and routine safety checks for the building are in place.

Leadership and management of the setting is excellent. The management team is very strong and passionate about providing an outstanding service. They form exceptional partnerships with families to ensure consistent care for the children. There is an extensive range of policies and procedures to support the running of the service which are updated regularly.

Children are extremely settled, confident and enjoy attending the setting. They cope very well with separation from their parents and carers. Children form strong emotional attachments with their caregivers and feel secure and relaxed in their care. For example, we saw children seek out hugs from staff when needed. Children are very familiar with and evidently enjoy the routines of the setting. This gives them a sense of security and belonging. For example, we saw how children came eagerly to the carpeted area ready for circle time.

Children make many choices about how they spend their time at the setting. We saw them moving easily between the activities and areas. Children express themselves very confidently, knowing staff listen to their needs and wants and value what they say. For example, we saw a child immediately tell a staff member when they were worried that they had lost something. Children chat extremely happily to staff as they play and learn, eagerly inviting them into their play. Children's voices are very strong at the setting. Staff know their likes and dislikes and use these to plan future activities which are of interest to them.

Children are beginning to develop positive, healthy relationships with their friends and staff in line with their age and stage of development. They play happily alongside each other or together. For example, we saw children playing happily together in the role play shop. Children are learning to co-operate together, for example we saw children manage to move out of each other's way calmly when playing with the outdoor ride on toys. Children show respect for others and for the resources and toys.

Children are very enthusiastic and interested in their play and learning, following their own interests with the resources available each day. For example, we saw children concentrate and persevere with activities such as ice painting, using tweezers to move objects and using chalk, whilst others were happily absorbed with various toys. Children excitedly engage with outdoor resources, for example we saw children smiling and laughing as they used the ride on toys. Children thoroughly enjoy circle time, and we saw them joining in enthusiastically with the singing and smiling and laughing during the parachute activity.

Children have excellent opportunities to develop their independence skills. For example, we saw that children are supported to develop their independence in the toilet, with washing their hands and with putting on their coats.

Care and Development

Excellent

Staff implement procedures to a very high standard to keep children safe and promote their development and well-being. They have a clear understanding of the safeguarding procedures, their responsibilities to keep children safe and report any concerns. Staff have easy access to children's information and have excellent knowledge of children's allergies, dietary requirements, and medical needs. They are very confident in recording accidents, incidents and pre-existing injuries and share this information with parents. Staff regularly monitor these to look for patterns and trends. They practise regular fire drills with children, so they know what to do in an emergency. Staff promote health and hygiene very effectively. They support children to wash their hands independently after using the toilet, and before their food is served. Staff ensure children have access to high quality daily outdoor play experiences, offering them the added benefits of physical exercise and fresh air.

Staff interact with children in a very kind, patient, and cheerful way. They chat naturally with children to support their play and learning. We saw many examples of children and staff laughing, smiling and having fun together. Staff have a good understanding of child development, and its impact on children's behaviour. They practise positive behaviour management strategies and sensitively support children through the transitions of the day. For example, we saw staff using a traffic lights system to help children understand when activities are nearly over, have finished or are beginning. We heard staff regularly praising and encouraging children throughout the day. For example, we heard staff say, '*good listening*'. Staff act as excellent role models, treating each other and the children with dignity and respect. They have good relationships and communicate well with each other. This ensures children are appropriately supervised and supported throughout their time at the setting.

Staff have highly effective skills and knowledge to identify children's individual needs and plan appropriate play and learning opportunities. They support children's learning and development very well. They regularly observe children's play and learning to track their progress. This helps staff plan activities to enable children's next steps in their learning and development. Staff work well with outside agencies to support children with additional learning needs. An excellent variety of activities allow for children to follow their own interests, which motivates them to learn. Staff promote the Welsh language often, using phrases, words, and songs with children.

Environment

Excellent

The setting operates from a purpose-built building on the site of Trelai Primary School. The premises are warm, safe, secure, and very well maintained. Staff ensure only authorised entry to the setting and maintain a log for any visitors attending. Comprehensive risk assessments for all areas and activities at the setting are in place and are effectively followed by staff. Staff complete daily safety checks of the environment and are vigilant about any emerging risks. Routine safety checks and certificates for the building and appliances are in place.

The environment is extremely welcoming and child friendly and provides an outstanding space for children to play and learn. The main playroom is bright, spacious, and organised in a highly effective manner to stimulate children's curiosity, exploration, and development. For example, areas including a toy shop, home corner, reading and carpet area, role play area, areas to experiment with liquids, tuff tray with art and sensory activities, and craft tables all invite the children to play. The main room includes a children's toilet and sink area. This provides dignity, privacy, and the opportunity for children to be independent, whilst also allowing staff to easily supervise and support children. There is also a private, well-equipped nappy changing room. The setting also benefits from an office, generous storage space, kitchen facilities, an additional room that can be used for meetings and sessions with individuals and smaller groups of children, and a foyer with sofa and cupboards. These extra areas extend the opportunities for supporting children's learning and development and forming partnerships with parents. For example, a book and toy library are being developed in the foyer for families to use. There has been imaginative development of the outdoor space to provide very strong opportunities for children to play and learn in the fresh air. For example, we saw children excitedly driving their ride on toys through the willow arch that has been created. Strong efforts have been made to incorporate plants and natural world learning opportunities for children, for example a variety of herbs have been planted and are used in activities with the children.

The setting contains very high-quality furniture to support children's independence. For example, child sized tables, chairs, craft trays, low level toy storage units and coat pegs for children's belongings. There is a wealth of superb, very high quality, developmentally appropriate resources both indoors and outdoors. These contain a mix of natural and man-made materials with many attractive wooden resources. Real life and multicultural items promote children's awareness of equal opportunities and cultural diversity. Resources are clean and in excellent condition.

Leadership and Management

Excellent

People who run the setting have a very strong sense of purpose. They seek to promote and sustain excellent outcomes for children. Leaders are passionate about children's wellbeing, they share this passion with staff, creating a highly motivated and positive team. People who run the setting are highly organised and there is an extensive range of policies and procedures which are regularly reviewed. Written records are kept consistently and effectively and are stored securely.

People who run the setting continually look for ways to improve. Leaders manage the service well and promote a positive culture of openness, encouraging communication between the management team and staff. They continually look for ways to improve the service and outcomes for children. They work with other settings to share good practice, ideas, and suggestions. They consult with staff, parents, and outside agencies to seek suggestions when they carry out their annual quality of care review.

People who run the setting follow robust recruitment processes to ensure there are always enough staff. Checks are carried out to ensure staff are suitable to work with children. There is a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks are current. There are a suitable proportion of qualified staff at the nursery. People who run the service invest significantly in their staff team. All staff receive regular supervisions and annual appraisals. These are high quality and enable them to celebrate their strengths and identify areas for development. Staff we spoke to told us that they felt valued and supported by the management team. The Person in charge (PIC) and Responsible Individual (RI) have a strong working relationship and communicate effectively together to manage the service. However, they do not keep formal records of their meetings, supervisions, and discussions.

People who run the setting and staff who work there have established very strong relationships with parents. Parents spoke extremely highly of the setting and the care their children receive. They told us they receive feedback on their child's progress and always feel confident to approach staff to discuss any difficulties or issues relating to their children. The setting works very well in partnership with parents to ensure consistent care for children. For example, parents we spoke to described how staff discuss behaviour management techniques, and support and plan with them so that children receive the same approach at home and at the setting.

Recommendations to meet with the National Minimum Standards

R1: Ensure a record of meetings and supervisions between the Responsible Individual and the Person in Charge are kept.

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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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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