



Inspection Report

Little Penguins Plasmarl Flying Start

**Plasmarl Primary School
Britannia Road
Plasmarl
Swansea
SA6 8LH**



Date Inspection Completed

19/02/2024

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About Little Penguins Plasmarl Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	19 June 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate 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 thoroughly enjoy their time at Little Penguins Plasmarl because they have a strong voice, and they are curious learners. They consistently make choices about what they want to do and how they spend their time at the setting. Children feel safe and valued which enables them to engage in purposeful play-based activities.

Staff promote children's wellbeing efficiently, building affectionate bonds of attachment with them and ensuring safeguarding underpins all practice. They are extremely well qualified, experienced, and knowledgeable; staff confidently provide a nurturing and child-led setting.

Staff care for children in a unique environment that is welcoming and friendly and provides a rich environment for play and learning. There is a range of play spaces and plenty of resources to encourage children to play and learn. The resources and equipment meet the needs of the children well. Staff identify any unnecessary risks to children and eliminate them as much as possible. The outdoor environment is well planned and used as an extension of the indoor environment.

People who run the setting maintain an effective and well organised service. They have an excellent vision and sense of purpose which sustains improvements and is shared with staff, parents, carers, and outside agencies. People who run the setting value staff and provide effective support, they challenge everyone to do their best and set high expectations. They promote successful links within the community and develop positive partnerships with parents who are extremely happy with the care their children receive.

Children are excellent communicators and have a very strong voice. They are extremely confident making their own decisions about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon and they confidently retrieve resources from other areas to use in their play. For example, one child was playing with the flour and making play dough when they decided to take it to the dinosaurs in the tuff tray to make mountains. Children are aware of the different choice of activities, so that they can confidently decide what they want to do. For example, staff told all the children when it was time to brush their teeth so they could choose to join in if they wanted to. Some children immediately ran over whilst other children continued to engage in their chosen activity.

Children feel safe and secure, they show excitement and thoroughly enjoy their play. They have a very strong sense of belonging and they are forming positive attachments with each other and staff. Children are very confident expressing themselves because they receive lots of attention from staff who genuinely consider and respect their wants and needs. Some children play together whilst others play independently, and others engage with a member of staff in their play. For example, some children thoroughly enjoyed making play dough together in the messy area whilst other children invited staff to have 'lunch' with them in the home and kitchen area.

Children's behaviour is excellent and interactions between them are consistently positive. They enjoy talking to each other about what they are doing and the choices they are making. For example, children were telling each other which dinosaurs they were choosing to play with. Children interact extremely well with staff; they cooperate enthusiastically and listen to their requests. For example, the children went to wash their hands before snack when prompted by staff and waited patiently for their turn.

Children are highly motivated, curious learners who are engaged in their play and learning for extended periods of time. They eagerly enjoy the wide range of real-life opportunities and experiences; confidently exploring the resources and using their imaginations. Staff encourage children to evaluate their activities and play and therefore children have an excellent feeling of achievement and high self-esteem. For example, when a child accidentally spilt some water, they proactively attempted to clean it up. Staff supported the child to use different materials to see what worked best. They praised the child who was extremely proud they had cleaned up by themselves.

Children have excellent opportunities to develop their independence skills, enabling them to do things for themselves. For example, children enjoy choosing where they want to sit and serving themselves at snack time. They confidently clear their dishes independently when they have finished.

Care and Development

Excellent

Staff consistently implement the setting's policies and procedures and work effectively to keep children safe and healthy. They commit to promoting healthy lifestyles, safety and wellbeing. For example, they have achieved the Healthy and Sustainable Preschool Scheme Award and the Gold Snack Award. Staff offer a range of healthy foods at snack time and encourage the children to explore different textures and tastes and praise their efforts. They respond warmly to children's requests when they want more or if they ask for an alternative. Staff have a thorough understanding of their responsibilities to protect children. They accurately record children's attendance and promptly fill in accident sheets and pre-existing injury forms, sharing the information with parents. Staff effectively organise consistent cleaning routines that reflect excellent hygiene practices. They have appropriate infection control systems in place which successfully minimise the risk to children's health and safety. Staff ensure children wash their hands frequently.

Staff foster extremely positive relationships with children through interacting with them in a warm, caring and relaxed manner. Staff act as excellent role models; they genuinely listen and respect the children's views and prompt them to use their manners collectively. For example, when they were all eating snack, a member of staff prompted them to thank the staff member who had made their food by asking, *"What do we all say for our snack?"* Staff are forming trusting relationships with the children and manage any disagreements successfully. For example, a member of staff gently encouraged children to be considerate to each other when they were playing closely together in the sand pit. Staff implement the behaviour management policy by using positive reinforcement and consistently reassuring and praising the children, *"Well done!"* *"You are so helpful! High five!"* and *"That was so kind of you!"*

Staff create a relaxed and friendly atmosphere in the setting where children can confidently play energetically or quietly. They know the children extremely well and are sensitive to the needs and experiences of each individual child. Staff ensure children are at the centre of their own learning and development by supporting them to follow their own interests. This allows children to explore and experiment and it develops their curiosity. Staff are highly motivated and offer children effective support in their learning. They follow their lead and enhance their experiences by planning in the moment. For example, when children were pretending to butter bread in the home area, staff then provided real bread, butter and appropriate knives for the children to engage in a real-life experience whilst supporting their developmental skills. Staff have exemplary procedures in place to support children with additional needs and promote their learning and development. They liaise with outside agencies to support children's language development and work alongside parents and carers to promote positive outcomes for children.

Environment

Excellent

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure and extremely well maintained indoors and outdoors. People who run the setting ensure they always lock the doors and children, visitors and staff are routinely signed in and out of the building. They complete comprehensive risk assessments that cover every aspect of the environment. They are thorough, completed frequently and are of an exceptionally high standard. People who run the setting ensure staff supervise children well and they understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for. They complete regular fire drills and maintain detailed records to ensure that all staff and children can evacuate the building in the event of an emergency. People who run the setting complete daily checks of the premises and all maintenance checks for the building and appliances are up to date.

People who run the setting promote a sense of calmness and relaxation in the environment through the use of neutral colours, natural resources and soft lighting. They make excellent use of the available space; the layout is well thought out and provides excellent learning spaces for children to explore as well as areas to rest or have quiet time. The outdoor space is fully enclosed, and children use this space throughout their time in the setting. People who run the setting support children to use the outside area frequently as there is a canopy which provides shade and shelter. Children also have access to a soft play and sensory area which further enhances their experiences at the setting. People who run the setting care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently. For example, children thoroughly enjoy playing in the sand and water area outside and making their own versions of food.

People who run the setting create a stimulating and exciting play environment for the children with an abundance of resources available to enhance their curiosity and interests. They ensure children can easily access an excellent variety of authentic, open-ended resources and equipment to stimulate and interest them. For example, there are child sized sofas, a dining table with a tablecloth and flowers in a vase, as well as cups, plates, real pots and pans, and utensils and crockery in the home area. People who run the setting ensure the furniture and resources are suitable for the developmental needs of all the children.

Leadership and Management

Excellent

People who run the setting have an innovative vision that they communicate successfully to their staff creating a positive ethos. They provide excellent learning and development opportunities for staff as well as children, which ensures the setting achieves very high standards. People who run the setting ensure staff have an excellent understanding of their roles and responsibilities and they embed the relevant policies and procedures within the setting. They all work extremely well together as a team and speak highly of each other. People who run the setting have an effective statement of purpose that accurately reflects the service and allows parents to make a fully informed decision about sending their child to the setting. They maintain excellent records in relation to children's contracts and their preferences and they have all the appropriate parental permissions in place.

People who run the setting recognise the importance of self-evaluation and plan effectively for improvement. They implement an excellent system which informs their quality of care review. People who run the setting receive feedback from children, parents, staff, outside agencies and other professionals to inform their report. They implement a purposeful action plan to enhance their practice and the service. People who run the setting are extremely approachable and welcome any ideas or suggestions to improve their practice.

People who run the setting implement robust recruitment procedures to safeguard children and to ensure staff have the necessary qualifications and experience to provide high quality care. They have excellent systems in place to update checks in a timely manner. People who run the setting are enthusiastic and motivated, they set high expectations and inspire and lead staff well. They support staff effectively through regular, meaningful appraisals and supervisions that are integral to their practice. This means staff are confident, motivated and energetic in their roles. The key worker system enables children to settle with familiar staff who are sensitive to children's individual needs. People who run the setting deploy staff effectively to ensure they meet, and often exceed staffing ratios, and as a result fully meet children's individual needs.

People who run the setting have developed excellent partnerships with parents and carers, as well as other professionals and outside agencies. Parents said they are confident to approach staff for help and advice and recognise their children make excellent progress in their learning and development at the setting. They speak very highly of staff. People who run the setting ensure communication systems are inclusive and they maintain strong links with the school. This supports extremely successful transitions and ensures children's well-being is always a priority. People who run the setting develop meaningful relationships within the community through the local authority and other agencies which promotes positive outcomes for children.

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
N/A	No non-compliance of this type was identified at this	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)
	No NMS Recommendations were identified at this inspection

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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