



## Inspection Report

**Little Stars Wrap Around**

**Abercarn Primary School  
Chapel of Ease  
Abercarn  
NP11 5LH**



**Date Inspection Completed**

19/04/2023

## About Little Stars Wrap Around

Type of care provided	Children's Day Care Full Day Care
Registered Person	Kelly Podmore
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	11 January 2023
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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## Summary

This was a focused inspection, and on this occasion, we have not considered the environment or leadership and management in detail. These themes will be considered in full at the next inspection.

Children enjoy their time at the setting. They make choices freely and show real pleasure with the activities they choose to engage in. They develop good friendships with others and learn how to co-operate and share with other children. They have opportunities to develop their independence within a supportive environment.

Staff build good relationships with children and know the children's individual needs well. They manage children's behaviour in a positive manner, responding warmly and appropriately to children's requests. They understand and implement most of the setting's procedures well.

The setting is based within a nursery room of Abercarn Primary School and is clean, welcoming and suitably organised. The setting is maintained appropriately, and gas and safety certificates evidence required checks are completed in a timely manner. Staff follow procedures to ensure the environment is safe, completing daily checks, although not all information is recorded. A good enough variety of indoor and outdoor toys and resources promote children's all round development, although resources are limited for older children attending the after school club.

People running the setting have a good oversight of the service. Not all recommendations from the previous inspection have been tested and these will remain in place for consideration and be looked at during the next inspection.

## Well-being

Children are confident to speak and express themselves. They choose the toys they wish to play with or approach staff with their requests. Children approach staff easily knowing that their requests for cuddles and reassurance will be warmly responded to.

Children have good relationships with the staff and look to them for support. Children are confident exploring their surroundings and as a result, they are happy and well settled. We saw older children putting their coats on and lining up to go outside. A new child made attempts to copy other children and tried to hang their own coat up on a hook. One child arrived later than the other children but confidently entered the room saying 'Hello' and quickly settled to play.

Children behave and interact well, developing friendships and social skills as they grow. They listen to instructions and respond promptly to guidance. New children to the service are quick to settle and are welcomed into play by the other children. We saw them hold their friends' hands during circle time. Children were eager to put on a show for their friends and sang confidently, being clapped and praised for their efforts. Children are learning to share and take turns and be helpful to their friends, for example, we saw a child give their friend a piece of paper to draw on.

All children have good opportunities for different types of play as they move happily around the base room. They are self-motivated to initiate their own play and to explore their surroundings. They spend time on activities that interest them. For example, some children lined up the chairs so that they could 'put on a show' for their friends. Other children loved playing with construction, painting, completing jigsaws and dressing dolls. During outside play, children chose bikes and trikes to ride on around a track, whilst others assembled structures with large building blocks. Children using the after school club, told us they loved painting and undertook a communal painting with the younger children.

Children have suitable opportunities, and support from staff, to develop their independence skills. Children wash their hands and dry them at appropriate times throughout the session, such as before eating and after using the toilet. Children easily access the resources, and even children new to the setting are confident to choose toys that interest them. Children help tidy the toys away to make room for their next activity.

## Care and Development

Staff keep children safe and healthy. They have a good understanding of safeguarding procedures and their own responsibilities to protect children from harm and liaise with outside agencies if necessary. They implement procedures appropriately, responding and recording accidents and incidents, although at present these are recorded on the same form, which could hinder proper monitoring. The registered person discussed this with us and assured us that these reports would be separated onto specific forms. Staff encourage children's physical development by ensuring they access lots of outside play and practice using their gross motor skills such as balancing, running and jumping. Staff show an awareness of emerging risks as we saw them promptly remove a toy that had broken and had developed a jagged edge. During lunchtime they encourage children to eat healthily and monitor that children are keeping hydrated throughout the session. They communicate well with their colleagues to ensure that children are supervised appropriately.

Staff are warm and nurturing with the children. They implement positive behaviour management strategies, giving lots of praise and encouragement to children. They are calm and respond to unwanted behaviours well using distraction techniques. For example, when a child was seen throwing a large building block during outside play, staff immediately responded stating, *"We don't throw the blocks. Let's build something instead"* and engaged the child who then enthusiastically built a long snake out of the blocks, with their friends. Children respond well to these instructions as staff are consistent and clear in their approach. Staff act as good role models, treating children with dignity and respect, display good manners and encourage children to develop appropriate social skills and friendships.

Staff at the setting know the children well, however, some information gained about children when they start at the setting needs to be used more effectively. Staff need to use this information to inform their assessment, observation and planning around children's individual needs, particularly where there may be emerging additional needs. Staff enable a suitable range of play and learning activities to be accessed by the children who really enjoy and engage well with them. This helps promote their all-round development. For example, children are able to identify colours easily whilst another child confidently talked to us about spiders and the webs that they make for their homes.





### 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
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N/A	No non-compliance of this type was identified at this inspection	N/A
25	Ensure the Registered Person has sight of and records all necessary safety certificates when they are renewed by the landlord.	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 4 - Meeting individual needs	Assessments and observations of children with additional needs should be undertaken by staff within the service who can then plan around the needs of children.
Standard 7 - Opportunities for play and learning	Activity planning must be strengthened to ensure children benefit from sufficiently thought-through and varied activities. The structure of the day should also be reconsidered to reduce unnecessary disruption to children's play.
Standard 8 - Nurture and well-being	Ensure children's voice is promoted at all times.
Standard 18 - Quality assurance	Review and update policies. Date policy versions.
Standard 22 - Environment	Review and enrich the play environment, including ensuring that risk assessments are thorough for each area accessed by children.

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)
Improve range of resources for older age group accessing the after school club.
Communal hand towels are not suitable for the adult bathroom.
Further promote the Welsh language within the provision.

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