



Inspection Report

Little Angels Playgroup

**St. Gabriels Rc School
Ringland Circle
Newport
NP19 9PQ**



Date Inspection Completed

18/10/2023

About Little Angels Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Kelli Priest
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	2 October 2019
Is this a Flying Start service?	No
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.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children are free to explore their indoor and outdoor environments and enjoy their time at the nursery. They have very clear bonds of affection with staff. They behave kindly and considerately towards their peers. Children of all ages are developing their independence well and benefit from learning through play.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. They support children's learning and development appropriately and facilitate a variety of interesting activities that follow children's interests and questions.

Leaders have systems and procedures in place to ensure the environment is safe and secure. The nursery is clean, comfortable and well-decorated. Both indoor and outdoor areas have a wide range of stimulating, age-appropriate resources that meet children's needs well.

The leadership and management of the setting is appropriate in most areas. We found areas of non-compliance regarding safeguarding and medication administration procedures. These have been identified as areas for improvement. Leaders review their service annually. Staff are employed in line with safe recruitment procedures and are well supported and enjoy their work.

Children are confident and develop good self-esteem, expressing satisfaction with the wide range of play and learning opportunities available to them. They choose activities freely and thoughtfully make requests for play resources. They enjoy discussing their interests and experiences during circle time through answering questions and steering conversations accordingly. For example, on being asked "*Sut mae'r twydydd?*", we heard children talking about snow and then their coats.

Children are happy, relaxed and feel valued at the setting. They separate well from their parents and enter the setting with enthusiasm. They are familiar with routines and verbal cues such as "*stopiwch*" which they know to repeat to confirm that they have heard the command. They gain self-esteem from rewards systems. For example, after being praised for sitting nicely, they show pride when their butterfly is moved up towards the flower on a reward wall chart. Children demonstrate close trusting relationships with staff and enjoy including them in their play.

Children are developing an understanding of the rules of behaviour, and they cooperate and learn together successfully in line with their age. They share resources kindly, and some children can work collaboratively to play on a seesaw or play a game together. Children take turns appropriately and ask, "*Can I play?*" when they wish to join an activity. They engage adults in their play and share their excitement. For example, several children were keen to show us their conkers and to tell us that they were "*tiny*", or they had "*disappeared*" into the playdough.

Children experience interesting opportunities that promote their all-round development and engage them effectively. For example, they spoke enthusiastically about making pumpkin soup and explained what they needed to do. They are self-motivated to initiate their own play and to influence their tasks and activities. They enjoy role-playing making 'dinner' using glass stones on a toast rack and dig happily in a tray of soil outside.

Children have plentiful opportunities to develop their independence skills through a variety of good play and learning experiences. Children learn self-help skills, which prepare them for attending school. They wash their hands, put their coats on and eat independently. Some children confidently help staff to wipe tables before food times. Almost all children concentrate well, sustaining interest in things they have chosen to do for extended periods. For example, they listen carefully to instructions to build a structure using connecting blocks and use effective strategies to identify specific blocks needed.

Staff have a good understanding of how to keep children safe and healthy. They have a solid knowledge of their child protection responsibilities. All staff have attended paediatric first aid and food hygiene training. They follow clear hygiene procedures including regular handwashing and the wearing of aprons and gloves when nappy changing. Children always have access to water through the provision of a water dispenser they can use independently. Children's allergies and dietary requirements are clearly displayed in the kitchen area. Accidents are recorded effectively and reported to parents although they are not always asked to sign to confirm receipt of these. Leaders analyse accident records and take appropriate action to eliminate risks identified. Staff do not keep records of nappy changes. Staff ensure that the attendance of all children and staff is registered suitably.

Staff care for children in a kind and relaxed way. They act as good role models and respond appropriately to children's individual needs. They offer consistent encouragement and engage children in conversations regarding their interests, which boosts their confidence and self-esteem. They chat with children about superheroes, count children's jumps on a trampoline and cheer when they reach a certain number. Staff work well together to support and promote children's social behaviour. They encourage children to say 'please' and 'thank you' and provide ways for children to remove themselves from unwanted behaviour. For example, when a child is reticent to line up, they ask them to "*come and be my back leader*". Staff use effective methods such as stories to reinforce positive behaviour. They use markers such as "*five minutes and then we swop over*" to encourage appropriate turn taking.

Staff provide a wide range of interesting activities. They effectively develop these using children's ideas and interests to ensure children's engagement. For example, during an activity using stethoscopes to listen to each other's hearts, the children then chose to use them to 'listen' to trees. Staff skilfully engage with children during activities and play, through questioning and suggestion. For example, when playing with dried and fresh herbs, staff encourage children to describe and compare them. Children's progress is tracked effectively through identification of next steps and noting how staff can help children to reach them. Staff have a superb understanding of how to meet the needs of children requiring additional support. Incidental Welsh is used throughout the setting.

The setting is based within a school building. There is a designated playroom with adjoining toilet and kitchen facilities, and an outdoor area that is accessed through the main school building. The areas used by the setting are secure, well-maintained and clean. There are detailed risk assessments in place for all areas of the setting and for higher risk activities such as woodwork. Staff follow clear daily cleaning and garden checklists to ensure that all areas are suitable. They have clear emergency procedures in place, and they carry out regular fire drills to ensure that children and staff know how to exit the building safely in an emergency. Appropriate safety measures such as the effective storage of hazardous substances have been taken. All visitors to the setting are required to sign in at the school reception. Routine maintenance checks are in place for the building. The toilet is well stocked with soap and paper towels to promote an infection free environment. There is an area within this for nappy changing. The setting has an appropriate kitchen for preparing snacks.

Leaders have worked hard to provide an inviting, child friendly and stimulating indoor environment. The base room is of a suitable size and provides sufficient space for children to play. They have daily access to a well-resourced outdoor area. Indoor resources, furniture and equipment are of a good standard. There are accessible toilets, suitable child sized furniture and a small area for children's personal belongings to be stored. Children benefit from soft areas where they can relax and undertake quieter activities, such as reading. The outdoor area is large and well-maintained; and provides a large playhouse and two canopied spaces for all-weather play.

Staff store resources at low-level, so children can access them easily, which supports their independence. Toys and resources are clean, of good quality and age appropriate. Leaders have ensured children have access to resources of a varied range of natural and man-made materials together with real-life items. This stimulates children's interest and creativity. There is a sensory area containing a range of stimulating items. The outdoor area contains a wide range of interesting resources that encourage children to engage in active and creative play.

Leaders generally manage the service suitably, but improvements are required to ensure that the regulations and national minimum standards are always met. The setting's safeguarding policy does not provide clear written guidance for staff to refer safeguarding concerns to social services. Leaders do not record their actions taken in response to safeguarding concerns and they do not record children's pre-existing injuries. This is a matter of non-compliance with regulations. However, we have not issued a priority action notice on this occasion as staff had good safeguarding understanding and were clear about when they would need to report directly to social services. Therefore, an area for improvement has been identified and this will be followed up at the next inspection. Procedures and forms for the recording of the administration of medicine are not clear and efficient. This is an area for improvement and we expect the provider to take action.

Leaders have a written statement of purpose which provides information about what the setting offers. They maintain detailed policies and procedures, which they review and update as and when required. Some of these were reviewed during the inspection. Leaders obtain and maintain most records suitably. They collect appropriate information and permissions for children.

Leaders carry out an annual quality of care review of the service and write a report to conclude it. Parents complete questionnaires but their feedback is not included in the report. The review does not include the views of children or staff as required. There is a suitable complaints policy in place, should parents want to raise any concerns about the setting.

Leaders maintain staff files suitably, evidencing that relevant checks are undertaken to ensure staff are suitable to work with children. There is a clear system in place to ensure that Disclosure and Barring Service checks (DBS) are up to date for all staff. There are good opportunities for staff to receive training as required. Leaders deploy staff effectively to ensure that required staff to child ratios are always maintained. All staff receive regular one to one supervision and an annual appraisal. Staff told us that they feel supported and valued at the setting.

Leaders have developed suitable partnerships with parents and other professionals. The setting has established effective communication links with parents including an electronic communication app, parent workshops and daily verbal conversations. Parents we spoke with were generally very happy with the care provided.

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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22	The provider needs to ensure that their safeguarding policy provides clear guidance for staff to refer safeguarding concerns to social services. The provider needs to record all actions taken in response to safeguarding concerns. The provider needs to record children's pre-existing injuries and action taken in response.	New
30	The provider needs to ensure that the form and process for recording the administration of medicine is clear and efficient.	New

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 5 - Records	Record nappy changes.
Standard 5 - Records	Ensure all accident and incident records are signed by parents / carers.

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)
Keep all policies under review to ensure they are always clear.

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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