



Inspection Report

Little Stars (Deeside) Ltd

**Little Stars (Deeside) Ltd
Unit 69
Third Avenue
Deeside
CH5 2LA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

19/11/2021

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About Little Stars (Deeside) Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Little Stars (Deeside) Ltd
Registered places	75
Language of the service	English
Previous Care Inspectorate Wales inspection	31/10/2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. However basic Welsh words and phrases are used.

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

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

Summary

Children are happy and enjoy themselves at this setting because they are respected and busy with a range of activities. They are able to make suitable choices and decisions and their interests are valued. Children feel safe, are learning to be independent and interact well.

Capable and motivated staff care for the children exceptionally well and give children's safety high priority. They manage children's behaviour very kindly, fairly and in a way children understand. They are experienced and well qualified and provide interesting activities to help children thrive and develop well.

The environment is safe and set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are plenty of toys and games, which are in good condition, and assist with children's development.

People who run the setting are knowledgeable about current childcare practice and this ensures a high level of care for children. They consistently make improvements to benefit children and their families. They effectively support a team of motivated and dedicated staff. There are successful and strong partnerships with parents, which helps children feel settled and their families supported.

Well-being

Good

Children have a strong voice and are able to influence their care. They make choices and decisions and their interests are valued. For example, children choose to use chalks, use a slide and play with dinosaurs. Whilst there is a routine for each room the choice of the children is respected, for example they don't have to sleep if they don't want to.

Children are settled and form very strong bonds with staff because the same staff care for them. Children happily approach staff for cuddles and chats. There is an effective keyworker system and a 'settling in' process. Parents told us their children greatly enjoy attending the setting and get excited when they know they are going. They told us children call the staff their friends. Children in the baby room showed contentment as they experienced cuddles when needed.

Children co-operate well with adults such as when asked to wash their hands or tidy toys. They share and are making friends, appropriate to their stages of development, for example, taking turns with puppets or sharing items in the home corner. Children are very confident and resilient, for instance, when a child fell over outside, they got straight back up and continued to play happily.

Children are interested and engaged in their play. We observed children very immersed in activities such as playing with flour and realising its properties. We saw babies chuckling happily, as they played with home-made shakers as well as watching different coloured lights. Children concentrated for a lengthy period as they played with pasta and real items in the home corner.

Children have opportunities to do things for themselves and gain skills to be independent. They take off all weather suits and put shoes on with support. Pre-school children serve their own breakfast and all children choose toys and activities. Parents told us children happily try new things.

Care and Development

Excellent

Staff have a good, thorough understanding of how to keep children safe and healthy. They implement effective policies and procedures, and have reviewed the setting and care in line with guidance related to the Covid 19 pandemic. They are able to talk confidently about safeguarding and the correct procedures to follow should they be concerned about a child. All staff have up-to-date training in child protection, first aid and food hygiene. Staff apply good procedures for nappy changing, for providing suitable bedding and when serving lunch. These processes avoid the risk of cross infection. Staff provide opportunities for children to participate in regular periods of exercise outdoors. They understand and follow the medication policy. They provide nutritious snacks and meals, such as a wraps and interesting food from all over the world. Two qualified chefs are employed and any child with an allergy or food preferences is provided with their own separate menu. This practice exceeds what is expected. Parents told us their children's needs are met, including showing care with any medical needs. They told us staff have been amazing, helping with potty training and that their children are well cared for in a loving atmosphere.

Staff are very engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem; for instance, they give them lots of praise for eating using their cutlery. They manage children's behaviour very kindly, fairly and in a way children understand and use stickers as rewards when necessary. Staff are good role models as they interact well, make time for and talk with children and value what they say.

Dedicated staff work very well together to meet children's needs effectively. Staff know the children's skills and preferences well. They record observations of children's development and plan activities to advance development. This enables the planning of activities to be tailored around the individual child. Parents told us staff communicate well with them and work together with them to help children's development. Staff involve parents by giving them access to monthly help sheets on line. The parent sheets give examples of activities they can do at home which enhance their children's learning in the nursery. They told us their children are thriving and staff use children's interests to provide interesting activities, which will promote their development. Parents are happy that the children spend a lot of time playing outside with a good variety of activities provided.

Environment

Good

The environment is secure, clean and well maintained, which provides a safe and comfortable place for children to relax and learn. People who run the setting are developing a good environment to enhance children's experiences. People who run the setting have identified risks and have taken steps to minimise or eliminate them, for example, a register is taken out when children play outside so staff know exactly where each child is at all times. Regular and recorded fire drills evidence that staff and children know how to safely evacuate the premises in an emergency. A parent told us they have seen staff cleaning areas regularly and they are confident the environment is secure and well maintained.

People who run the setting ensure a suitable environment and provide a variety of child centred spaces where children can play and explore. People who run the setting have started to make improvements to the outdoor environment, and there is a rolling programme for continued improvements. Staff have plenty of good quality equipment to provide stimulating and exciting activities for children. There is an outdoor area, which includes separate areas for each room including the babies. There are easily-accessible toilets for older children and a dedicated private nappy changing area. This enables children to use the toilet independently.

The resources, toys and books are suitable, including musical and percussion items. People who run the setting and staff have developed areas for play and learning. People who run the setting and staff have put colourful and suitable art work on display. There is suitable furniture for the children, and highchairs and furniture for babies. The resources, which are suited to the age of the children, are in good condition. People who run the setting provide some natural resources for the children to explore, such as wooden logs to sit on outside. Other areas would benefit from natural materials.

Leadership and Management

Excellent

People who run the setting are knowledgeable and experienced in current childcare practice. This is reflected in the comprehensive Statement of Purpose. Observations during the inspection evidenced that the people who run the setting meet the needs of children and their parents. Policies and procedures are updated and shared with all staff. This ensures they are familiar with all the processes to follow. A parent told us they are happy they found this nursery.

People who run the setting effectively monitor and evaluate the service annually. They are forward looking and consistently make improvements for the benefit of the children and their families. The views of parents, staff and children are taken seriously through the use of questionnaires and keeping records of suggestions and comments made by parents. Strengths and areas for improvement are identified in the Annual Review of the Quality of Care. This has resulted in the areas for play and development being changed so that they look fresh and inviting for the children, which enhances the indoor and outdoor opportunities for children. Parents told us the management are always making improvements.

The recruitment of staff is robust. Staff files demonstrated that all the checks are in place to evidence the staff are suitable to work with children including current DBS checks. Annual appraisals, which are meaningful include areas for future development and training. There is an innovative and thorough induction process in place culminating in a congratulatory certificate, which is on display for each staff member. Staff worked well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. The outcome is that children enjoy care given by relaxed and enthusiastic staff. Additional courses on children's sleep, language and development and outdoor play have also been completed. This ensures that staff have up to date information on how to provide a good learning environment for the children. Parents spoke highly of the staff and described them as friendly, approachable and helpful. They have noted the benefits of having consistent staff and key workers for their child, who are united in their approach. A staff member told us they can discuss any issue with the supportive management and every effort is made to resolve matters the same day.

Relationships with parents and other professionals are positive and contribute to the well-being of children as parents are able to tell staff what their children have particularly enjoyed. Parents can speak with staff about the care of their child when they bring or collect them and there are regular newsletters and helpful information on relevant secure social media. These practices enable parents / guardians to remain involved with the care of their children. The setting also accepts advice from the Early Years Entitlement and Flying Start teams. Parents told us managers are always available at the start and end of each day and they are always welcoming, happy to listen and take parents seriously. They told us that managers go beyond what is expected and put parents at their ease.

Recommendations to meet with the National Minimum Standards

R1 to expand the range of natural materials and recycled resources for every age group

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 inspection	N/A

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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