



Inspection Report

Little Footprints Playgroup

**Little Footprints Playgroup
All Saints Church
Llandaff North
Cardiff
CF14 2JH**



Date Inspection Completed

09/01/2024

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About Little Footprints Playgroup

| | |
|---|---|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Person | Katherine Morgan |
| Registered places | 20 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 5 March 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. |

| | |
|--|-----------------|
| <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 happy and enjoy attending the setting. They develop friendships and feel safe and secure in the care of staff. Children receive a wide variety of play opportunities and choose how to spend their time.

Staff are motivated in their roles. They have a good understanding of how to keep children safe and healthy and supervise children appropriately. Staff are patient and kind and support children's learning and development well.

The environment is clean, welcoming, and child friendly. The indoor and outdoor play areas are well organised to stimulate and support children's play and learning. A good range of resources promote children's all-round development.

Leaders are passionate about providing a child centred setting. Some policies, record keeping, and procedures require strengthening to ensure the provider is consistently operating the setting in line with the Regulations and National Minimum Standards for Regulated Childcare for children up to the age of 12 years.

Children are happy and settled. They move freely around the playroom following their own interests, choosing from a wide variety of fun play opportunities. For example, experimenting with giant magnets and keys or painting in the craft area. They confidently express themselves as they know staff will listen to them. We heard children happily ask for more grapes at snack time and tell staff when they'd had enough to eat.

Children arrive at the setting eager to see their friends. They have warm and affectionate relationships with staff and know that they will help and support them. Children are very familiar with the setting routines, which makes them feel safe and secure. They settle well for circle time and enthusiastically join in with songs and listen well at story time. Children are confident and secure in their surroundings and readily seek out comfort from staff. We saw children sit contentedly on staff members laps during circle time.

Children interact positively with one another and respond well to staff. They play together or alongside each other, with occasional gentle reminders to share space and resources. We saw children take turns to use the pretend cooker when role playing 'making lunch.' Children are well supported to become aware of their emotions. They frequently talk about their feelings during circle time, using picture cards to help them express how they feel that day. This helps children to understand it's okay for them to feel a range of emotions.

Children thoroughly enjoy and are engaged in their play. They benefit from a wide variety of rich play opportunities. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, two children were completely immersed in their kitchen role play as they stirred pretend soup on the stove and laid out a selection of pretend foods for dessert. They chatted animatedly to each other about what they were doing as they played, offering a staff member strawberry drinks and bowls of vegetable soup. Such extended play opportunities allow children to consolidate their learning and build their confidence and self-esteem.

Children are developing good self-help skills and levels of independence. They access the toilet independently, wash and dry their own hands and put paper towels in the bin. At snack time children take turns to be the 'helper heddiw' (helper of the day) handing out drinks and collecting cups and plates. Children follow directions, such as to take off and put their shoes and store them in the home box and to tidy toys away.

Staff understand how to keep children safe and well. Some staff hold current safeguarding training, others are waiting for courses to become available. Staff are confident to recognise the signs and symptoms of abuse. They know to share these concerns with the manager and are aware of their individual responsibility to report a concern to the appropriate agency if required. Staff follow good hygiene routines. For example, they clean tables before and after eating and encourage regular handwashing, which minimises the spread of germs. A varied and nutritionally balanced healthy snack menu is in place with a choice of water or milk to drink. The setting has achieved a healthy snack award recognising their good work to promote healthy eating. All staff have current food hygiene training. Information about children's food allergies and individual dietary requirements is clearly displayed in the dining area for staff to refer to. Staff record accidents and the administration of medication appropriately and share these records with parents. The manager told us she monitors accidents to identify potential risks in the environment.

Staff care for children in a kind and patient way. They are very responsive and nurturing, which means children approach them with ease. Staff have a sound understanding of child development, and its impact on children's behaviour. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise and sticker rewards to reinforce positive behaviour. Staff always act as excellent role models, promoting good manners and respect for each other and the children. They encourage children to share and take turns, and children respond well to their requests.

Staff know the children very well. They plan a fun range of activities that appeal to children's interests. Staff naturally develop children's learning as they play, giving them opportunities to experiment and predict outcomes. For example, when using large building blocks to make a tower as tall as themselves a staff member said, '*(child's name) is eight blocks high, you are taller, how many blocks do you think you will need?*' Staff promote the Welsh language very well; we heard lots of Welsh language and songs used throughout the inspection. Staff regularly observe children's play and track their progress. Keyworkers maintain individual learning journals for their assigned group of children, which include examples of children's work and annotated photographs of their play and learning. However, staff do not keep a written record of the next steps in children's development. This would enable all staff to have a better oversight of children's learning and development and plan more easily for children's progress.

The environment is safe, secure and provides ample space for children to play and learn. Leaders ensure staff carry out daily safety checks for all areas of the setting to identify and eliminate potential hazards to children's safety. Cleaning routines reflect good hygiene practice and effective infection control. Registers for children and staff caring for them are completed daily and staff ensure only authorised entry to the setting, keeping a record of any visitors. Fire drills are logged appropriately; however, records show that the frequency of drills had lapsed. The last drill recorded was July 2023, and the setting's policy states that fire drills will be completed twice a term. Leaders told us gas and electrical safety checks are up to date. However, certificates were not available for us to review at the inspection.

The environment is welcoming, spacious and child friendly. The layout and design help promote independence and builds children's confidence. Some resources are set out on the floor or on tables, with others available for children to take their play in a different direction if they wish. Attractive displays of children's work reflect their learning and celebrate their achievements. A wide range of Welsh posters help promote the use of Welsh language. Interesting and inviting areas are set up, tempting children to play and learn. For example, a well-resourced role play area, a comfortable book/story time corner with child sized sofas and soft seating, painting easel and a cosy covered hideaway with cushions soft toys and fairy lights. The outdoor play space is safe and secure and offers a good range of play and learning opportunities for children, including a large playhouse, climbing equipment, pots for planting, bird feeders, bug hotel and a muddy kitchen.

Toys and equipment are clean and in good condition. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage and individual named coat pegs for their belongings. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and hygienic. Liquid soap and paper towels are easily accessible to support children's independence when washing their hands.

Leaders are motivated to provide a quality service to children and their families. The statement of purpose reflects an accurate picture of what the setting has to offer, allowing parents to make an informed decision about the care their child receives. Required policies, records and procedures are in place and most contain the relevant information. However, the lost and missing child policy does not state that any incident would be referred to the local safeguarding board. The safeguarding policy and additional learning needs policy have not been updated to reflect current guidance and legislation. Leaders record pre-existing injuries in the daily diary. These records had not been signed by parents as outlined in the policy. In addition, recording information in this way makes it difficult to monitor potential safeguarding concerns. Leaders had not notified CIW of all staff changes as required by regulations. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders are reflective and regularly evaluate the service they offer. They produce an annual quality of care report which is shared with parents. This report outlines the strengths of the setting and identifies areas they wish to develop and improve upon. For example, to further develop the outdoor environment by purchasing more outdoor toys, planting flower baskets and developing a vegetable patch and fairy garden.

Leaders ensure staff are appropriately qualified and required staffing ratios are met. They hold regular informal staff meetings, but do not always maintain a written record of items discussed. The required ratio of staff has a current first aid certificate and the manager told us they are waiting for courses to become available so all staff can renew their training. Leaders maintain staff files and most information to evidence safe recruitment is obtained. However, references are not always received before staff start work. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff receive regular annual appraisal which enable them to reflect on and develop their practice. However, we noted that the frequency of staff supervisions had lapsed, with two newer staff members not having received any supervisions to date. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders and staff establish good relationships with parents, contributing positively to children's well-being. They gather valuable information from parents for each child prior to them starting, including allergies, food preferences, medical details and likes and dislikes. This ensures children's care needs are understood before they start at the setting, which helps them to settle with ease. Parents are well informed about their child's experiences via regular verbal feedback, secure social media, and newsletters.

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 |
| 31 | Ensure CIW are notified of all staff changes at the setting. | New |
| 28 | Ensure two references are received for all staff before they commence employment. | New |
| 29 | Ensure all staff receive regular supervision meetings. | 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 7 - Opportunities for play and learning | Ensure progress records detail children's next steps in their development and learning. |
| Standard 24 - Safety | Ensure fire drills are practiced more frequently. |
| Standard 24 - Safety | Ensure gas and electrical safety certificates are available to view at inspection. |

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) |
| Ensure policies and procedures are regularly reviewed to reflect current guidance and legislation. |
| Formalise the system for recording pre-existing injuries to enable staff to identify emerging safeguarding issues, and obtain parental signatures. |
| Keep a written record of staff meeting discussions. |

| 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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