



## Inspection Report

**Flying Start Busy Butterflies Playgroup**

**Pillgwenlly Community Learning Academy  
23-24 Temple Street  
Newport  
NP20 2GW**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

17/04/2024

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## About Flying Start Busy Butterflies Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Newport City Council Child Care and Play Service
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	21 and 22 May 2018
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Excellent</b>
<a href="#"><u>Environment</u></a>	<b>Good</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Excellent</b>

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

### **Summary**

Children have a good sense of well-being. Their needs are catered for and they communicate confidently. Children interact well and enjoy playing alongside others. Children have good opportunities to follow their own interests and develop their independence skills through their play.

Staff are extremely caring, friendly and sensitive to the needs of individual children. Staff are committed to providing a broad range of play and learning activities with an excellent balance of child and adult led opportunities. Highly effective planning is in place to ensure children have access to interesting and stimulating activities to support their learning.

The environment is safe and secure, and risk assessments are conducted and implemented effectively. The indoor and outdoor areas provide children with suitable spaces to play and learn. There are suitable facilities available and resources generally promote children's learning and play opportunities.

People who run the setting have a strong vision for the future and ensure they manage their team with effective support and continuous training. They are passionate and offer a very high standard of care to the children. They have developed excellent, positive relationships with parents, carers and the community. They work closely with external agencies to guarantee effective care and support to all children in their care.

Children have a good sense of well-being and are confident to communicate their needs and ideas, knowing staff will listen and respond to them with care and interest. We saw quieter children hold hands with staff and lead them to different activities they wanted to play with. Children move around the environment freely, choosing where and what they want to play with both indoors and outdoors.

Children feel relaxed at the setting as they are familiar with the environment and routines which helps them to feel safe. For example, children knew to wash their hands when they entered the setting and put their coats on before going outside. We saw children playing alongside staff and enthusiastically inviting them into their play. They form friendships with other children, helping them to feel happy. Children enjoy playing alongside their friends, completing activities together such as reading a book, playing in the sensory room and painting.

Children learn to share the space and resources appropriately. They interact suitably for their ages and stages of development, learning to cooperate, share and take turns. For example, they took turns playing with a sensory toy and shared the animals in the sand. They respect each other and the resources, using them appropriately and helping to tidy up when asked. Children respond positively to praise and smiled proudly when they were told, "*Well done for waiting your turn,*" whilst lining up to use the slide.

Children show enjoyment during their play and learning experiences. Nearly all children engage in their chosen activity for an appropriate length of time for their age and stage of development. For example, children spend time playing the musical instruments in the garden area, listening to the sounds they make whilst looking at themselves in the mirror. Children have many opportunities to follow their own ideas and interests. We saw children at the craft table drawing characters and describing them in detail whilst a member of staff asked them questions about their picture.

Children have good opportunities to develop independence. They self-register at the start of the session, choose and pour their own water or milk at snack time and older children assist with nappy changes by getting their own nappies out of their bags. Children are offered a selection of healthy food at snack time. We saw some children ask for a snack and were told to wait a little while until a space became free. This meant some children were disappointed during snack time as they had to wait longer than others. Children confidently access resources and activities independently whilst exploring the setting.

## Care and Development

Excellent

Staff effectively implement policies and promote physical activities, personal safety and well-being. They identify risk and are proactive and effective when managing this. Staff have a thorough understanding of their role in protecting children and answered safeguarding questions confidently. All staff have completed mandatory training and have opportunities to attend further courses. For example, a member of staff has recently attended forest school first aid training in preparation for taking the children to a local outdoor area. Routines are in place to ensure children can be accounted for and know what to do in an emergency. For example, regular fire drills are practised and registers are kept of children's and staff attendance.

Staff have effective procedures in place to promote a healthy lifestyle. Cleaning routines including regular hand washing and tables are wiped regularly. Staff follow effective routines to make sure children have regular access to the outside area so they can be active and get fresh air. The snacks provided are nutritious and staff ensure children's dietary requirements are known and catered for. However the setting does not have a policy outlining the procedure for managing allergies.

Staff make every effort to genuinely listen and communicate clearly with the children. Interactions are positive, demonstrating warmth, kindness and patience. We saw staff sympathetically comfort children who were new to the setting and still settling in by hugging them, talking calmly and giving them their favourite toy. Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies. They praise children for perseverance and good behaviour, ensuring children understand what behaviour they are being praised for, "*Da iawn, great turn taking and well done for sharing your toy.*" Positive acts are celebrated thoughtfully through actions such as staff choosing children to receive the 'Butterfly award' once a week which celebrates individual achievements.

Staff are committed to providing a broad range of play and learning activities with an appropriate balance of child and adult-led opportunities. They play alongside children and look for opportunities to extend their learning. Staff have embraced the Curriculum for Wales in their new planning. They have purposeful meetings to plan and discuss activities that will develop learning opportunities for children. We saw a staff meeting taking place prior to children arriving to ensure staff were up to date with current additional needs information. Staff recognise when children may have additional needs and take swift, purposeful action, making effective use of the excellent support available to them. This includes an additional needs coordinator and support from external agencies.

## Environment

Good

The well-maintained environment provides children with a warm and welcoming atmosphere from the moment they arrive. There are comprehensive policies in place to ensure the environment is suitably safe and secure. Staff complete effective and accurate general risk assessments, which are regularly reviewed. Consistent cleaning routines result in a clean and pleasant indoor environment. Infection control practices successfully minimise any risk to children's health and safety. However, although staff effectively dispose of waste in pedal bins, we observed children lifting the lid with their hands as opposed to using the pedals.

The main playroom is light, bright and accessible to all. The attractive displays celebrate children's work and gives them a sense of belonging. The sensory room provides a stimulating environment that can also be a calm and quiet area if required. Outdoor play space is in constant, daily use and is an extension to the learning environment. Leaders have plans to regularly attend a local community allotment which will provide further opportunities to access an enriched outdoor space.

People who run the setting provide good quality furniture, toys and equipment both indoors and outdoors to stimulate the children's interest and imagination. People who run the setting acted quickly to remove a resource identified as not appropriate for young children. Overall, the setting provides a broad variety of stimulating resources for all ages and stages of development. For example, we observed role play, sensory activities, small world, physical play and creative activities. There are limited real life and natural resources within the indoor play area. Children can access toys and resources easily, as they are stored at low level or within their reach. Welsh displays were situated through the setting to promote the Welsh language as well as various resources which celebrate equality and cultural awareness. We saw a variety of multicultural books, dolls, dressing up and displays that represent our diverse community.

## Leadership and Management

Excellent

People who run the setting have a strong vision that they share with others. They have a detailed and effective statement of purpose that accurately reflects the service provided and meets the national minimum standards. People who run the setting engage positively with Care Inspectorate Wales and regularly update them of any changes/updates at the setting. They ensure all required records are up to date and well organised.

People who run the setting set high expectations for their staff and lead by example. They demonstrate a passion and drive to deliver high standards for the children who attend the setting. There is a reflective quality of care report which represents the views of children, parents and staff. People who run the setting regularly work with a cluster of settings to drive improvement and maintain high standards of childcare. They have a good oversight of what's happening in the setting, for example, accidents and incidents are monitored regularly so that any issues are identified and resolved promptly.

People who run the setting follow timely and robust recruitment processes to safeguard children and follow the setting's policy and procedures. There is a detailed induction process for staff and regular supervision and appraisals are given to ensure staff understand their role and responsibilities. Records and conversations with staff members demonstrate these processes are meaningful and supportive. People who run the setting keep daily records such as attendance and staff rotas, showing there are always enough staff for the numbers of children attending. Staff commented that leaders are very approachable, have good communication and support them well in their roles.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are excellent systems in place to keep parents well informed about their child's time at the setting. A communication app with a translation facility is used to ensure parents can access information in their preferred language. Parents commented on how staff communicate effectively and are always available to speak to on the phone or on the door at drop off and pick up time. Multilingual staff members use their language skills to communicate with parents and children wherever possible. Parents told us how supportive and helpful the staff are and how much the children love attending. They are extremely happy with how their children's independence is nurtured and encouraged and feel their children are flourishing. People who run the setting make full use of a range of opportunities available on their doorstep to enhance children's learning in the real world.



### 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
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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)
Standard 12 - Food and drink	Review snack procedures to allow more children to eat when they want to during busy times
Standard 12 - Food and drink	Devise an allergy policy for the setting
Standard 7 - Opportunities for play and learning	Increase the range of real life and natural resources available throughout the setting
Standard 23 - Equipment	Ensure all resources are age-appropriate
Standard 10 - Healthcare	Encourage children to use bins hygienically through using foot pedals

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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