

A report on

Seren Super Stars Preschool

**Ysgol Ffordd Dyffryn
Dyffryn Road
Llandudno
Conwy
LL30 2LZ**

Date of inspection: May 2022

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

About Seren Super Stars Preschool

Name of setting	Seren Super Stars Preschool
Category of care provided	Sessional
Registered person(s)	Not Applicable
Responsible individual (if applicable)	Samantha Karen Brookes
Person in charge	Sian Johnston
Number of places	24
Age range of children	2 years to 4 years
Number of 3 and 4 year old children	17
Number of children who receive funding for early education	Four children receive funding for early education
Opening days / times	Monday to Friday 9am to 11.40am preschool children Monday to Friday 9am to 12 noon preschool plus children
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	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.
Date of previous CIW inspection	Not applicable - this is a post registration inspection
Date of previous Estyn inspection	This is the setting's first Estyn inspection.
Dates of this inspection visit(s)	17/05/2022
Additional information	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Review and update policies and other documents to reflect good practice and current legislation
- R2 Provide consistent and effective opportunities to develop children's Welsh language skills
- R3 Develop and implement written risk assessments for all aspects of the setting
- R4 Ensure that supervisions are recorded formally

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being:

Children are very confident communicators as their wants, moods and needs are fully considered. They have many opportunities to make choices and their interests and opinions are valued and acted upon. For example, practitioners ask children if they wanted to join in an activity and allow them time to settle.

Children cope well with separation because consistent daily routines support individual needs. For example, children new to the setting have space and time to settle when arriving. Children delight and express enthusiasm and enjoyment at the setting. They clearly have a strong sense of belonging and are very familiar with the routines and sit on the carpet after arriving.

Interactions between children and adults are consistently very good. Children are actively interested and engaged in their play. Many children co-operated or played alongside each other in several areas including in the water, with the tyres and in the home corner. Some children greeted each other enthusiastically and they all happily sat together during snack. Children interact fully with practitioners asking questions and telling them about the activity they had completed. They approached adults to ask for reassurance or help, such as when a child had difficulty putting on their coat.

Children receive support and encouragement to take part in an activity resulting in a good feeling of achievement and high self-esteem. They smile and look proud when praised for their efforts or when given stickers. Children are highly motivated, animated and fully engaged in their play and learning. They are eager to show or talk about what they have been doing. For example, after making a birthday cake, a child proudly showed her finished cake to everyone, counting the pasta candles. Children confidently move around the play areas following their interests.

Children experience interesting and appropriate opportunities that promote their all-round development. They confidently choose where they would like to play and request further resources to use in their play. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For example, children self-serve snack and are encouraged to attempt to do things for themselves before being given help.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting):

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development:

Practitioners understand and implement policies and procedures within the setting showing a good awareness of keeping children safe and healthy. The setting's arrangements for safeguarding children meet requirements and are not a cause for

concern. Practitioners have a good understanding of their responsibilities to protect children. They are fully aware of the number of children in their care, making a note of overall numbers in attendance and, while outside, they regularly talk to each other about the number of children in each area. Practitioners accompanied younger children when accessing the corridor or toilet. However, on a few occasions they did not always immediately accompany older children to the corridor or toilet. Regular training, including first aid, food hygiene and child protection, is provided. There are good hygiene practices across the setting. For example, practitioners wore appropriate personal protective equipment and encouraged children to wash their hands regularly. At snack time, practitioners provide the children with healthy choices including fruit, vegetables and milk to drink.

The leaders alongside practitioners, are good role models. Practitioners encourage children to speak and express themselves; this is followed with caring and enthusiastic responses and interactions. They are patient, and speak positively and kindly, responding to the children's requests and questions. Practitioners successfully implement positive behaviour management strategies consistently. They remind children 'to speak nicely to your friends' and model turn taking with younger children. They explain to children about their behaviour, using distraction techniques and positive language such as 'da iawn', 'super-duper', alongside encouragement. The interactions are positive showing genuine warmth and kindness.

Nearly all practitioners know the children well and meet their needs. They adapt their language and approach to suit the children's stage of development. Practitioners consistently support and encourage children during their chosen activity by asking them questions to enhance their play and learning. For example, when the children began playing in the home corner with the baby doll, the practitioners asked them if they would like water to wash the doll. They consistently encourage good manners from the children, reminding them to use please and thank you appropriately. The Welsh language is promoted simply by using basic language with the children. Nearly all practitioners are aware of the process to follow if they had concerns about children's development. Leaders seek support for children with developing needs and understand their role in working with other settings. Practitioners support and provide children with ample opportunities to develop their independence consistently during their time at the setting.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting):

Practitioners provide a purposeful range of learning opportunities that challenge and support the needs of all children. Examples include washing and dressing dolls in the role play area, making towers for their dinosaurs and creating potions with herbs and natural resources. Practitioners make effective use of the resources available throughout the setting to develop children's skills, such as ordering woven numbers and using sponges to paint Welsh poppies.

Practitioners enable the children to make useful choices about their play and develop their skills effectively through play-based learning, for example counting the decorations on top of cakes. Practitioners provide valuable opportunities to learn through practical challenges that encourage turn-taking and co-operation such as when sharing fruit during snack time.

Learning experiences promote children's spiritual, moral, and cultural development well. Practitioners encourage children to co-operate during their play when they expect them to share resources and help each other. They use positive behaviour strategies effectively to promote good behaviour. Practitioners allow children to make choices and this enables them to follow their interests and supports their participation and enjoyment well. For example, they allow children to pour water on the floor to make puddles to splash in.

Practitioners develop children's numeracy skills well by using opportunities for useful learning that arise naturally throughout the session. For example, they encourage children to count how many are present at the start of the session. Most practitioners model the Welsh language confidently and regularly throughout the session, but they do not have a planned and structured approach to encouraging children to use Welsh.

Nearly all practitioners support children's communication and literacy skills well. For example, they ask purposeful questions when washing and dressing dolls in the role play area. They offer useful suggestions when using dough to make a butterfly, such as 'I used one long piece and two little pieces each side to look like wings'. They build on children's interest and knowledge of books successfully by encouraging the children to look at books both indoors and outdoors.

Practitioners assess the children carefully. This is a developing area and next steps are being identified that impact positively on children's development. Practitioners know the children well and identify their strengths and areas of improvement successfully. They provide effective opportunities for children to develop their information communication skills by using digital resources in their play. Children are challenged physically through yoga sessions, using bikes, hoops and balls. Practitioners encourage children to eat healthily.

Practitioners have a good understanding of child development and practice that supports children at this stage of their learning. They ensure that children have useful opportunities to extend their learning and development in all areas. They ensure a good balance between adult-led activities and children's free choice. This allows children to lead their own play successfully. Practitioners observe children and are beginning to take greater account of what they notice when considering children's needs.

Environment:

The leaders ensure that the environment is safe, secure and well maintained indoors and outdoors. The practitioners carry out regular cleaning routines that reflect good hygiene practices. Their good infection control practices minimise any risk to children's health. They have some risk assessments in place, but these do not fully cover all aspects of the setting. For example, they have not risk assessed the use of the corridor and toilets or the climbing wall. Leaders ensure that they carry out all necessary safety checks, regularly monitoring temperatures, completing daily visual risk assessments, and keeping records of maintenance work carried out. There are evacuation procedures on posters within the room and they practice regular fire drills.

The environment has sufficient indoor play space for children to move freely. The leaders, alongside practitioners, organise the environment well. There are areas in the main room to promote different areas of learning and provide a range of play opportunities. For example, role play, creative, reading areas and rest/quiet areas. They have also developed the outdoor area to provide a variety of play areas and challenges. Nearly all resources are stored at a low level, allowing children easy access to them. Children request any toys and resources that are out of reach. The premises are warm and inviting and are decorated with the children's work as well as information about the setting.

Leaders provide a good range of toys and resources to promote play opportunities suitable for nearly all the age ranges cared for. For example, there are low level tables and chairs for younger children and natural resources and some that promote multiculturalism. Children have some opportunities to use loose parts to encourage imaginative play. We saw children enjoying playing with dolls, blocks, vehicles, small world animals, and a role play area. The outdoor play space is used as often as possible with regular access to a space for bikes, ball play and other physical activities.

Leadership and management:

The setting's leader sets high expectations of herself and her colleagues, and she leads in a firm and effective manner. The leader works closely with her staff to promote a positive ethos within the setting, ensuring that practitioners work together to improve children's outcomes. The setting's vision is clear and ensures that interesting and stimulating experiences promote children's learning and well-being well.

Leaders ensure that the setting is managed purposefully and appropriately, which keeps the children happy, challenged and promotes independence. The setting has effective processes to identify its strength and areas for improvement. Staff make a strong contribution to these processes. For example the development of information and communication technology (ICT) has led to established practices that focus purposefully on meeting the needs of the children.

Leaders manage staff and resources well, with staff working effectively as a team, undertaking a range of appropriate relevant training, and developing skills together. This has a positive impact, such as improving practitioners' confidence in supporting children's play. There are effective procedures to manage the performance of staff through annual appraisals and informal supervisions. However, these were not always recorded formally. Staff well-being is supported through staff working closely together. This contributes to the positive ethos of the setting and consequently has a strong impact on the children's progress.

The setting has positive and effective partnerships with parents and carers. Practitioners keep parents and carers informed about what their children are learning and how well they are progressing through informal updates and social media. The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. There is an effective partnership with the local school, which supports children's learning well and helps prepare them to move on to the

next stage of learning. For example, children share outdoor play areas with the school and get to know their teacher before moving to the nursery class.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)