



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Little Stars Daycare  
Cwmfelin Community Hall  
Jenkins Terrace  
Cwmfelin  
Bridgend  
CF34 9LA**

**Date of inspection: March 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Little Stars Daycare

Name of setting	Little Stars Daycare
Category of care provided	Full day care
Registered person(s)	Lisa Carter
Responsible individual (if applicable)	N/A
Person in charge	Lisa Carter
Number of places	29
Age range of children	0-12 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	0
Opening days / times	Monday-Friday 7am until 6pm
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	No
Date of previous CIW inspection	31/08/2018
Date of previous Estyn inspection	24/02/2015

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Dates of this inspection visit(s)	26/03/2019
<p>Additional information</p> <p>Registered with CIW 28/03/2013 There are no children with English as an additional language. Six children who attend the service, speak Welsh at home.</p>	

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Care and development</b>	<b>Good</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Good</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Non-compliance**

**No non-compliance was identified during this inspection.**

## **Recommendations**

- R1 Plan further opportunities to develop numeracy and information and communication technology (ICT) skills systematically across all areas of learning
- R2 Evaluate accidents and incidents in order to identify any emerging risks
- R3 Consistently review, implement and respond to safety checks
- R4 Ensure that improvement planning focuses effectively on improving children's outcomes

## **What happens next**

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

## Main findings

### **Wellbeing: Good**

Most children have a strong voice at the service. They make choices and decisions confidently and all contribute to the planning of topics, giving their ideas on a large scale mind map. Once all of the ideas are they choose one topic they would like to cover. The children stamp their favourite topic and the most popular is chosen. Nearly all children feel relaxed and settled at the setting and part from their parents happily. An effective keyworker system supports babies to settle quickly. Nearly all babies form positive emotional attachments and they crawl eagerly to practitioners and fall asleep in their arms. Children say that they enjoy attending the setting and that they can speak to practitioners should they be unhappy about something.

Most children are beginning to develop a sense of right and wrong and are learning to manage their own behaviour. They are learning to understand their feelings and be sensitive to the emotions of others. For example, children share resources well and show affection to their friends. One recorded observation noted that children share musical instruments with their new friends to see what noises they could make together. During circle time, children explore emotions and identify pictures of happy and sad faces to help develop their empathy and understanding of others. Most are calm and well behaved. Nearly all the older children are kind and considerate to the younger children. For example, a child plays draughts with a practitioner and shows a younger child how to play.

Nearly all children are engaged, interested and excited in their play. For example, one child calls out enthusiastically and claps with glee as they race a train down a track. A group of toddlers sustain interest and concentrate very well during a yoga session and perform all the yoga movements competently. Most children gain a sense of achievement from their activities. Children feel a sense of pride as their work is displayed for all to celebrate and they enjoy the positive feedback from practitioners. Most children are active and curious learners and demonstrate excitement in the activities. Older children pursue their own interests and chose to enter a National Geographic poetry competition about the garden. They take time to write their poems and enjoy reading them to others.

Most children develop their independence well. For example, nearly all children feed themselves with increasing independence in accordance with their age and stage of development.

The 'helper of the day' hands out plates and bowls at snack and lunch time and this responsibility increases their confidence. Nearly all children attend to their own toileting needs and wash their own hands independently. Nearly all children pursue personal interests and, for example, some of the children in the after school club ask for help from practitioners so that they can complete their homework.

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

Most children make good progress in developing their skills from their differing starting points across the foundation phase areas of learning. Speaking and listening skills are good. Most children listen to and follow instructions with understanding.

For example, they tidy up and wash their hands independently before snack. A majority of children join in confidently with familiar songs and rhymes during circle time. Most sit attentively to listen to the stories read to them. Many children engage in the story, for example using the puppets linked to the story Handa's Surprise. Many children show an interest in books and particularly enjoy sharing the story sacks with each other in the outdoor dens. Many children's fine motor skills are developing appropriately. They are beginning to understand that marks have meaning. For example, they make marks to record how many bugs they find in the outdoors.

Most children's numeracy skills are developing appropriately. They join in with number songs and rhymes enthusiastically. Nearly all recite numbers to at least five confidently during circle time. Many children name simple shapes accurately and a few children sort three dimensional shapes successfully. A few children use accurate mathematical language in context in their play. For example, they explain that they are shorter or taller than others when talking about the height chart on the wall.

Most children develop a suitable range of ICT skills appropriately. They are beginning to use ICT skills in their everyday play. For example, they press the buttons on the till in the shop.

Many children are making good progress with developing their Welsh skills. A majority of children join in with Welsh songs at circle time. Many of the children say the Welsh colour and word of the week. Nearly all children respond well to simple Welsh instructions. A very few use Welsh unprompted. For example, they ask for milk in Welsh.

Most children are developing their physical skills appropriately. They run, jump and climb safely with increasing control in the outdoors.

Many children demonstrate perseverance when solving problems. For example, they rebuild the tower with different shapes until the pieces stack as high as the child. Many children show kindness to each other and understand how to care for living things. For example, they collect bugs in the outdoors and discuss how to handle them with care.

### **Care and development: Good**

Practitioners have a strong understanding of the setting's policies and procedures and implement these effectively to keep children safe and healthy. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners have undertaken safeguarding training. The registered person / person in charge has completed training to recognise signs of radicalisation and extremism and has shared information with practitioners.

The setting prepares nutritious meals in line with Welsh Government guidelines. For example, they do not add salt to meals and children have healthy eating options across a three week rolling menu. All practitioners have undertaken food hygiene training and understand children's individual dietary requirements. Children have easy and continuous access to water. Practitioners encourage physical activity and children frequently access the garden to play and explore, for example to build a den. Practitioners within the baby room understand relevant procedures, such as milk preparation and nappy changing, and treat babies with dignity and respect.

Nearly all practitioners have a current paediatric first aid certificate. Most practitioners have a very clear understanding of procedures regarding the recording of incidents and accidents and keep parents well informed. However, they do not regularly evaluate these records to detect trends within the environment or regarding particular children. Procedures regarding the administration of medication are clear.

Practitioners use a creative, wide range of strategies to manage children's behaviour positively. For example, when a child is anxious or displaying challenging behaviours, practitioners encourage them to take time to sit and explore calmly their chosen objects housed within their personal 'My Time Pot'. They do this to support children to self-regulate and readjust their mood. All practitioners model kind and respectful interactions with the children and with colleagues.

Nearly all practitioners undertake regular observations of children to plan and track their development. However, within the baby area, recordings of when children reach their milestones are not dated, resulting in a lack of clarity about children's rates of progress. Practitioners support children with additional learning needs very well and have developed good links with education and health agencies to ensure that all children make good progress. The setting fosters effective links with agencies and parents to keep them well informed about their child's development.

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

Practitioners work together effectively to plan valuable indoor and outdoor learning experiences that meet the needs of all children. Activities reflect the foundation phase ethos successfully and provide worthwhile opportunities for children to make choices and learn through independent play. They consider the voice of the child effectively as part of the process. The children mind map their ideas effectively prior to starting a new topic. Practitioners use visits within the community and visitors to the setting successfully to enhance the children's learning. For example, children visit the local park and library and practitioners invite the cat protection league into the setting. As a result, most children are engaged in the learning experiences.

Practitioners plan suitably to develop literacy skills across the areas of learning. For example, mark making and reading opportunities are available in many areas. This is at an early stage of development. However, planning for numeracy and ICT is less well developed.

Nearly all practitioners are good role-models and support children to develop respect for others and a sense of right and wrong effectively. They encourage the children to share the resources and equipment. As a result, children wait patiently and take turns well when playing in the outdoor area, for example on the wheeled toys.

There are valuable opportunities to promote children's spiritual, moral, social and cultural development. Practitioners foster a sense of awe and wonder in children and provide effective real life opportunities for children to learn about and care for living things. For example, they provided the children with the opportunity to hatch chicks in an incubator and observe caterpillars turning into butterflies. Practitioners support children's spiritual development highly effectively, for example through mindful moments and yoga.

The setting provides a beneficial range of learning experiences for children to sing and explore musical instruments. Children have many good quality opportunities to develop an understanding of different cultures and celebrations. The practitioners provide worthwhile opportunities for the children to share and celebrate their family beliefs at the setting. As a result, nearly all children feel valued and respected. The setting promotes recycling and sustainability appropriately. For example, they use their water cups throughout the day and wash them up ready to reuse.

Practitioners supports children's Welsh language development appropriately. They model Welsh through singing songs, sharing stories and using the Welsh word of the week throughout the session. However, regular Welsh words and phrases are not used consistently. As a result, the children's Welsh skills are under developed. Children have valuable opportunities to learn about their Welsh heritage. For example, they make Welsh cakes and wear traditional dress as part of their St David's Day celebrations.

Nearly all practitioners have a good understanding of foundation phase practice. They explain instructions clearly and model activities. Nearly all staff use open-ended questions very successfully to support children's learning. As a result, children are encouraged to persevere with tasks. Practitioners celebrate the children's achievements very well. For example, practitioners encouraged and praised a child to touch, smell and eventually taste the blueberry at snack time.

Practitioners have effective and manageable assessment procedures to support children to make progress. They use the outcomes of the on entry observations as a tracking tool very well. Practitioners use observations and assessments effectively to inform focused activities, which they adapt for each child. As a result, all children make appropriate progress in their learning from their starting point. Practitioners identify and support children with additional learning needs highly effectively. Individual play plans are robust and very successful in improving the outcomes for each child. There are well-established links with parents/carers and external agencies.

Practitioners keep parents and carers informed appropriately about what their children are learning and how well they are progressing. Practitioners provide individual parents with ideas to support learning at home successfully. They use social media effectively to share photographs of the activities the children have taken part in.

### **Environment: Good**

Children are cared for in a safe and stimulating environment, which enhances their play and learning. Leaders complete all safety and maintenance checks as required. Practitioners monitor access to the building through a secure entry system and they ensure visitors sign in so that their presence is recorded. Robust risk assessments are in place for the building and outside areas as well as for identified community resources used by the group. Leaders record daily visual checks. Practitioners undertake fire drills regularly with children to ensure that emergency evacuation procedures are effective and well rehearsed. However, we found some emerging risks which had not been identified or eliminated. For example, one rug was curling at the corners and was a potential trip hazard.

Both inside and outside play environments are well resourced, child centred and set up to promote children's all round development. Toddlers and preschool children have direct access to toilet facilities from their base room. Children's independence is promoted suitably as they have the use of child sized furniture and access to well labelled storage.

While the registered person has undertaken significant improvements there are some limitations regarding storage of equipment and staff facilities. However, an office is available.

Resources are age and stage appropriate, well maintained and conform to relevant safety standards. Practitioners have effective procedures to control infections and resources are clean and in good working order. Toys and play resources promote cultural awareness and equal opportunities very well.

### **Leadership and management: Good**

The registered person sets high expectations of herself and her practitioners. She shares her clear vision for the setting with children, parents and practitioners effectively. She values the opinions of all connected with the setting and, as a result, children's wellbeing and development are very well supported. Practitioners have clear roles and responsibilities within the setting. They support each other very effectively and share roles within the setting equitably. For example, practitioners take it in turns to cook the meals each day. There is a strong commitment to team work. Leaders share effectively the ideas of all practitioners who, for example, contribute ideas to identify strategic aims for the setting.

The setting has robust recording methods and strong policies and procedures to support working practices. The statement of purpose meets requirements and leaders share it with parents so that they have a clear understanding of the setting.

The registered person and the practitioners know their setting well. The registered person monitors the work of the setting and supports practitioners to evaluate and improve their daily work. They work closely together to identify the strengths of the setting and areas to improve. For example, they implemented new behaviour strategies following observations of the children. As a result, the children are much calmer and ready to learn. Leaders plan to improve provision well. However, they do not always consider well enough or focus their planning on how to improve children's skills. Regular and meaningful appraisal supports improvements effectively.

Leaders follow thorough recruitment procedures. Practitioners' files evidenced that checks including Disclosure and Barring Service safety checks, employment history and references are obtained to ensure practitioners are suitable to work with children. Induction processes are robust and ensure that staff acquire a good understanding of their roles and responsibilities. Supervision takes place consistently every three months with all practitioners. These meetings are meaningful, promote good childcare practices and identify training needs.

The setting has very strong partnerships with parents. Parents are well informed through social media, daily 'take home' sheets and informal discussions with

practitioners about their children. Leaders consult and involve parents about how to improve the setting. The setting has valuable links with the feeder primary schools to ensure that arrangements for transition are effective. Practitioners focus highly successfully on the wellbeing of the child during transition. For example, practitioners attend the school with the children. The children proudly take their passport to school, which identifies their likes and interests for the new teacher. The setting responds well to support and advice given by the local authority advisory teacher.

## 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](http://www.estyn.gov.wales))

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh weaknesses but improvements are required
<b>Poor</b>	Important weaknesses outweigh strengths and significant improvements are required

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