



# Childcare Inspection Report on

**Little Stars (Deeside) Ltd**

**Unit 69 Third Avenue  
Zone 2  
Deeside Ind Park  
Deeside  
CH5 2LA**

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

**This report is also available in Welsh**



**Date Inspection Completed**

21/05/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<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

## Description of the service

Little Stars (Deeside) Ltd is registered to provide care for up to children 75 children from birth to 12 years. The responsible individual nominated on behalf of the company is Ellen Lloyd-Wilson who is also the person in charge. She is supported with the day to day management of the service by Kelly Davies and Rebecca Medenica. The service is situated within Deeside Industrial Estate and operates from a purpose built industrial unit. Care is provided from 07:30 – 18:00 Monday to Friday throughout the year except for bank holidays. The service is provided through English with Welsh introduced as part of the daily routine. The service is working towards providing the Welsh Language 'Active Offer'. This service provides a Flying Start provision and Early Education.

## Summary

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

### 1. Overall assessment

Children are valued and their wellbeing is actively promoted at this service. They are cared for by a dedicated and well qualified team of practitioners who ensure that Children's individual needs are well catered for and consistently met. Leaders ensure the environment enhances children's enjoyment and individual needs. The environment is clean, secure and which offers a wide range of fulfilling play opportunities. Through effective and well organised leadership and management, leaders successfully make improvements which greatly improve outcomes for children.

### 2. Improvements

Since the last inspection:

- the outdoor play area has been further enhanced with the addition of a dedicated glamping pod, willow den, rubber safety flooring and a separate area for messy play in the mud kitchen.
- The baby room has been re-located and now offers a freshly painted, newly carpeted, calm space with facilities for practitioners to meet the children's individual care needs with ease. For example, a dedicated space for nappy changing.

- Leaders have successfully supported and challenged practitioners by delegating responsibilities to them which supports their continuous professional development and benefits the children attending the service.

### **3. Requirements and recommendations**

We made recommendations in relation to children's well-being in relation to children being able to access their own healthy drinks throughout the day, care and development in relation to developing a system which tracks children's progression throughout the service and staff practices in relation to dental hygiene and children's personal care routines.

# 1. Well-being

**Good**

## **Summary**

Children throughout the service are listened to, encouraged to speak and make choices and decisions confidently. They are happy and appreciate the secure bonds of affection they develop with those caring for them. They interact positively with each other and, with support, are learning to take turns and share appropriately. They engage in play based activities and are curious about the new and exciting experiences planned for them.

## **Our findings**

Children were free to make choices and decisions. They enthusiastically moved between activities and were motivated to play with the toys which took their interest. Their voice and ideas were respected, they were aware of the range of options open to them and knew which toys, resources and equipment was available on their request. Children participated well with the planned activities. During circle time the children decided which nursery rhymes to sing and directed their play through the choices they were given. For example, they were asked how many penguins they would like in the water play activity and their choice was respected.

All Children were content and well settled. They coped well with separation from their parents and new children starting were content being comforted by practitioners whilst they became familiar with their new surroundings. Children actively knew the daily routine which gave them a sense of security and, with the consistency of familiar practitioners caring for them, ensured they were able to develop bonds of affection and a sense of belonging.

Children interacted positively with one another and enjoyed each other's company, chatting happily together as they played. They respected the choices of others and most shared appropriately. They were encouraged to speak up and were successfully learning to take turns when speak. For example, during circle time they were each given the opportunity to speak and be listened to and, at home time children were actively encouraged to tell their parents about their day. Children played with the equipment appropriately, taking good care of it and respectfully helped to tidy up at the end of the session.

Children explored their environment freely and chose from a wide range of interesting and challenging play based activities. They enjoyed skilfully balancing across the uneven stepping stones before climbing the low level slide and sliding down. All children were offered a broad range of stimulating opportunities for outdoor play and thrived on the new experiences offered to them. For example, spraying the new water sprays and learning how they worked. Children experienced extended periods of uninterrupted play as well as frequent opportunities for adults to play alongside them. For example, we saw children joining a practitioner in the cosy corner to look at picture books and listen to a story.

Children were happy and confident to show and talk to us about their chosen toys, regularly bringing us their dinosaurs and dolls and interacting with us.

Children's confidence and resilience is effectively promoted through the use of praise charts, rewards and dedicated spaces which are nurturing, and which encourage the development of communication and confidence. Children received regular recognition and praise from practitioners which boosted their self-esteem. Children were learning to do things for themselves. For example, having a go at feeding themselves during mealtimes and putting their shoes on independently. However, not all children could access their own drinking water as they were stored out of reach.

## **2. Care and Development**

**Good**

### **Summary**

Practitioners work successfully together, following policies and procedures carefully to keep children safe and healthy. They manage interaction with children and parents respectfully and they actively and consistently promote positive behaviour. Practitioners fully understand children's individual needs in relation to diet and know how to meet them safely. They track children's development and plan a variety of play-based activities which interest the children and help them to learn through their play. Practitioners are dedicated to securing positive outcomes for children and ensuring they develop well.

### **Our findings**

Safeguarding is highly prioritised at this service. The majority of practitioners had attended recent safeguarding training. The safeguarding policy is kept under regular review and large windows throughout the internal aspects of the service ensure there is a transparency to care practices. Practitioners promoted healthy lifestyles by encouraging children to be physically active and by ensuring children received a nutritiously balanced and varied diet over a 4 week period. The majority of practitioners had attended food hygiene training. They knew the children in their care well and had a high level of understanding of the importance of following procedures accurately in relation to children's dietary needs and keeping children safe. Practitioners knew the nappy changing procedure well which followed that displayed, however, whilst this procedure minimised cross infection, it did not follow the recommended best practice guidance from Public Health Wales.

Practitioners had a detailed knowledge of children's medical needs and thoughtfully ensured that as well as meeting these needs, children's self-esteem was nurtured. For example, applying 'princess' cream and allowing a child to wear a 'princess crown' after a successful application. Practitioners followed thorough systems for recording the safe administration of medicines. These were successfully monitored to ensure practitioners complied with the expected processes. Accident and incident forms were completed fully and were signed by parents in acknowledgement of having been informed. Fire evacuation drills occurred regularly to ensure practitioners and children were familiar with the procedure to follow in the event of an emergency. Infection control principles were promoted well throughout the service and all areas were clean however, aspects of practice in relation to dental hygiene and personal care could be improved. For example, sitting children down safely whilst brushing their teeth and encouraging children to wash their hands and face on return from outdoor play.

Practitioners managed interactions sensitively using positive behaviour management techniques. They were consistent in their approach and early intervention ensured children received the support they needed to understand the rules of how to behave positively. For example, action plans with targets were put in place to support children challenged to manage unwanted behaviour. These were discussed and agreed with parents before being



implemented and having successful outcomes. Practitioners promoted equal opportunities and diversity with children being helped to put on a variety of dressing up costumes and role playing parenting with the baby dolls, cuddling them and pretending to feed them. Practitioners were nurturing in their interactions, speaking to the children respectfully and with familiarity.

Practitioners in each area of the service were committed to planning themes and activities which created opportunities for children to develop. They tracked children's progress and kept thorough detailed records of their observations. However, the methods for tracking children's progress varied throughout the service which could lead to their progress over time being difficult to assess. This also means that practices differ in each area and how planning informs children's next steps in play and learning is difficult to ascertain. Practitioners planned opportunities for children to develop their independence. For example, encouraging children to collect their shoes from their individual drawers and washing their hands before eating. However, opportunities for children to develop these skills further could be considered for example and with support, wiping their own faces after meal time.

### **3. Environment**

**Good**

#### **Summary**

Leaders have effective policies and procedures in place to ensure the environment is safe, clean and secure. They put children and their needs at the heart of the service and ensure the environment meets children's developing needs. Resources and equipment are age appropriate, well maintained and in sufficient quantity to enable children to play together and have a variety of choice. Regular investment ensures toys and resources remain suitable and in good condition.

#### **Our findings**

Leaders ensured all practitioners were aware of their responsibilities in relation to the safety and welfare of children. Practitioners knew the procedures to follow to ensure the service remained clean and hygienic; confidently describing the cleaning measures taken to minimise cross infection. For example, the routine in place for changing and storing the children's bedding promoted health and hygiene and prevented cross infection. Practitioners were well deployed to ensure that staffing ratios met those required for each age group and additional practitioners were available to support children during meal times. All areas of the service were visibly safe. Effective systems were in place which ensured regular maintenance and safety checks were carried out and action taken quickly to address any identified issues.

Leaders and practitioners followed a thorough and structured routine to ensure the premises was secure and safeguarding was prioritised. On our arrival the separate main entrance provided a professional and welcoming environment which was secure from unauthorised access. A record was kept of visitors to the premises and maintenance contractors were well supervised. The outdoor play areas were safe with sufficient high fencing and secure gates. The outdoor area was friendly and provided a rich environment for play and learning which felt rural and calm.

Leaders had thoughtfully planned the outdoor area to offer children an exciting variety. Each age group had access to a specifically dedicated area of play which was well resourced for their age and which the children found stimulating. The layout of the service was used flexibly in order to best meet children's needs. For example, leaders had identified the area previously used as a dining room would better suit the care needs of the babies and this had been refurbished accordingly to suit that age group. Recyclable materials were used effectively. For example, a pallet had been used to create a stage area for the children and children busily filled old tyres with soil, donated from a parent, to create garden planters. Indoors, natural resources were used well and encouraged children's hand and eye co-ordination when stacking segments of tree branches on top of one another.

Leaders maintained the environment to a high standard with all areas being well decorated, child centred and welcoming. Children had access to sufficient facilities which were clean and well stocked to promote their personal hygiene. High chairs were in sufficient quantity to enable the youngest children to enjoy a meal together and were in good condition. Children were able to gain a sense of security and routine by each having a dedicated place to store their belongings and a separate drawer for their shoes and wellington boots. There were sufficient beds to enable all children to sleep during nap time and a cosy corner in each room offered the option to rest should a child wish to.

Resources and equipment throughout the service were in good condition, age appropriate and well maintained. Fire exits were kept clear and were well maintained. Bilingual, colourful displays promoted the Welsh language and celebrated children's achievements. Practitioners ensured toys were rotated and cleaned regularly to ensure infection control principles were adhered to.

## 4. Leadership and Management

Excellent

### Summary

Leadership is systematic, driven and motivated to be effective and to ensure positive outcomes for children. Leaders have an extensive vision for the service and use systematic self-evaluation, extensive feedback and quality assurance procedures to plan for innovative improvements and strive for excellence. They successfully manage practitioners, set high expectations and ensure that everyone is forward thinking and committed to delivering a service which exceeds standards and fully meets children's individual needs. They nurture partnerships and highly value parental input.

### Our findings

Leaders have a clear vision for their service which they communicate successfully through their detailed statement of purpose. The statement of purpose gives an accurate reflection of the service offered at the time of the inspection and enables parents to make an informed decision in relation to their child care. Leaders strive to exceed the National Minimum Standards wherever possible for example, ensuring that all practitioners were trained in First Aid, Safeguarding and Food Hygiene. Effective policies and procedures, which were kept under regular review, supported and challenged practitioners to do their best which resulted in securing positive outcomes for children. Leaders set high expectations for their practitioners with approximately 85 percent being qualified in child care and many of the remaining due to embark on a relevant training qualification or training which will further their professional development. Stakeholders in the company are visible and make a positive and significant contribution. Leaders promote the Welsh language and have practitioners and managers available to liaise with parents through the medium of Welsh.

Leaders have extensive and highly effective systems in place for evaluating and assessing the service they offer. They have a programme of purposeful continuous improvement which is embedded in daily practices with progression towards targets being regularly and successfully assessed. They actively take on board the advice, guidance and recommendations made by external agencies and formulate action plans which show how those recommendations will be implemented. Feedback from children, parents and practitioners is actively sought and effectively analysed as part of the quality assurance processes used to formulate the systematic ongoing quality of care review.

Leaders followed accurate, safe and thorough recruitment processes to ensure safeguarding was given top priority. Practitioners fully understood their roles and responsibilities as they were provided with an in-depth and purposeful induction over a number of months and were also provided with a detailed job description. Practitioners received regular supervision and annual appraisal which considered their performance. Practitioners we spoke to told us they felt '*part of a team*' and that they enjoyed their work. They were satisfied with the training opportunities they were given and confidently spoke of

the training they had recently completed (Makaton) and the training they were due to attend (First Aid). Practitioners were deployed effectively to ensure children received continuity of care and were able to develop bonds of affection with those caring for them.

Leaders endeavoured to ensure children flourished. They did this by nurturing trusting and productive partnerships with parents. There is an open door policy throughout the service welcoming parents to visit their children in their designated rooms at any time. We saw that on collection of their children parents were welcome to stay, play alongside their child and chat to practitioners, helping to develop relationships and build clear/ strong channels of communication and trust. Parents were kept well informed. They were provided with weekly diaries of their child's time at the service, regular newsletters and verbal feedback from practitioners. There is an informative website for access to information outside of opening hours and parent noticeboards throughout the service further helped to keep parents well informed. Some information displayed on the noticeboards could be considered of a sensitive nature and leaders were reminded of the need to promote confidentiality at all times. Lines of communication were exceedingly positive, with parents always being greeted by a senior member of the team. There were wide ranging systems in place to ensure messages and important information from home was shared effectively with those caring for them, for the benefit of the child. We spoke to a parent who told us they *'love it!'* they commented on the happiness of their child and how satisfied they were with the service they received.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We recommended that the responsible individual could;

- develop a system which tracks children's progression throughout the service;
- monitor practitioners skills in relation to dental hygiene and children's personal care routines and,
- ensure fresh drinking water is within children's reach in all areas of the service.

## 6. How we undertook this inspection

Two Care Inspectorate Wales employees visited the service on Tuesday 21 May 2019 between the hours of 09:50 – 18:30.

We:

- inspected a sample of documentation;
- observed practice to capture evidence of the children's engagement and the care being provided by practitioners;
- spoke to the children, one parent and several practitioners throughout the service;
- observed the range, variety and quality of toys and resources available to children;
- read the latest newsletter, quality of care review, children's feedback from questionnaires and considered the information held by the service on children and practitioners and,
- gave feedback and ratings to the responsible individual for the service.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Ellen Lloyd-Wilson
Person in charge	Kelly Davies Rebecca Medenica Ellen Lloyd-Wilson
Registered maximum number of places	75
Age range of children	3 months – 12 Years
Opening hours	07:30 – 18:00 Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	24 April 2017
Dates of this inspection visit	21 May 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language as it demonstrates a significant effort to promoting the use of the Welsh language.
Additional Information:	

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