



Childcare Inspection Report on

Flying Start Lewistown

**Flying Start Lewiston
Blackmill Road
Lewistown
Bridgend
CF32 7HU**



Date Inspection Completed

17/06/2019

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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

Description of the service

Flying Start Lewistown was registered by Care Inspectorate Wales (CIW) in September 2015. It is a Welsh Government funded play group which is run by Bridgend County Borough Council. The playgroup is held in a purpose built building and is open Monday to Friday from 12.45pm to 3.15pm. The service provides care for up to 15 children aged two to three years in each session. Alexandra Hill is the person in charge who manages the service on a daily basis and Rowena Samuel is the responsible individual who oversees the service on behalf of the local authority. Care is provided mainly through the English language with frequent incidental Welsh.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

1. Overall assessment

Children thrive at this service; they settle quickly and thoroughly enjoy their time there. They actively make choices and decisions about their care and play and they experience warm and nurturing relationships with staff and other children. Children benefit from very well trained, responsive staff who listen and respect children's views. The environment is very safe and secure and well maintained. Play areas are very inviting both inside and outside with high quality, accessible resources and children experience an excellent range of play and learning experiences. There is very strong leadership and management, which have created an extremely happy and highly motivated staff team. The service works in close partnership with parents and other professionals in health and education to ensure that each child's needs are identified and addressed so that they are as ready as possible for the next stages of learning and development.

2. Improvements

Leaders have acted on the requirements and recommendations made during the last inspection. We found that fire drills are carried out at regular intervals and staff sign in and out of the service every day. Leaders have added to their safeguarding policy a procedure for an allegation being made against a staff member.

3. Requirements and recommendations

There were no requirements or recommendations following this inspection.

1. Well-being

Excellent

Summary

Children are very happy and know that their individual needs, preferences and feelings are respected and highly valued, enabling them to flourish and meet their full potential. They have excellent opportunities to make decisions about their play and at snack time. Children interact extremely well and have strong bonds with other children and staff. Children have lots of fun in their play and eagerly participate in a wide range of exciting activities that support their learning. They have excellent opportunities to develop independence skills and do things for themselves.

Our findings

All children are able to make decisions and contribute ideas. They were eager and confident to choose where to play and what to do and were very familiar with the activities and play areas. We saw that all children chose the activities that interested them and who to play with. We heard them talk and sing about how they were feeling and they chose the songs to sing and the story they wanted to hear. Most children helped themselves to a choice of fruit and toast at snack time; and some were able to pour their own drinks. They ate and drank at their own pace and we saw them take or ask for second helpings. We saw children who were pre-verbal use visual aids such as pictures and objects to express their feelings and choices. Children have a very strong voice and communicate their needs and wishes confidently.

Children experience very warm relationships with each other and staff. They quickly become very familiar with their surroundings and routines, which helps them to feel safe and secure. All the children arrived happily at the service; they greeted others with smiles, moved around confidently and settled very quickly. Children had a sense of belonging because staff knew them well and their photographs were on their registration cards, beakers, place mats and also displayed on the walls. We saw children point to their picture and say their name and smile. Children approached staff readily to ask for assistance or for cuddles and reassurance. Children feel very safe, happy and valued.

Children are learning to co-operate and they play together well. We saw them laughing, hugging and sharing. Children cooperated enthusiastically in routines; for example they sat quietly and waited for staff to choose who would be next to wash their hands before snack; they took turns to take items out of a bag for song time; they played together in the home corner and hairdressing salon. Children passed the plates of fruit around at snack time. We heard children naturally use good manners, for example say 'please' and 'thank you' in both English and Welsh without being prompted. Children interact extremely well with their friends and with staff.

Children enjoy free play as well as exciting and structured adult-led activities inside and outdoors. They engaged in their activities for a considerable length of time for their age and stage of development. They smiled and nodded when we asked if they enjoyed coming to the playgroup and said they liked the toys and activities. Children were really excited to see what character they would pull out from the song bag; they squealed with delight when they saw each item and they fervently sang the corresponding songs in English or Welsh. Children thoroughly enjoy their play and learning.

Children become increasingly independent because they have many age / developmentally appropriate opportunities to explore, develop and learn. Children brushed their teeth, washed their hands and dressed with minimal prompting or support. They communicated confidently through speech or gestures and joined in eagerly with familiar responses, phrases and actions. Many children were able to use the English and the Welsh words for feelings, parts of the body; animals and animal sounds; fruit and food items, colours and to count. Many children eagerly helped to clear up after activities without prompting. Children responded very well to praise and were very proud of their stickers for achievements. Children are making very good progress and developing skills in line with set targets.

2. Care and Development

Excellent

Summary

Staff are fully trained, caring and attentive; they have a thorough knowledge of their responsibilities to keep children safe and promote good health. They consistently manage interactions in a very positive way, with a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff know the children well and are committed to providing an excellent range of activities to encourage children to learn and develop. Staff listen to children's views and respond effectively to promote children's individual needs.

Our findings

All staff were consistent in following the service's policies and procedures to ensure children's safety and to promote healthy lifestyles. All staff have at least a level 3 qualification in child care and were up to date in core training for health and safety, first aid, food hygiene, safeguarding and the Prevent Duty, which relates to terrorism and radicalisation. All staff were able to recognise signs of abuse and were clear about what to do if they had concerns about a child or if an accident occurred. Effective measures are in place to identify any child with allergies or dietary needs and these are prominently displayed and up to date. Staff understand and implement the best practice guidance for food and nutrition. Children have a choice of water, milk and a healthy snack including fruit, vegetables, cheese, crackers, bread or cereals in each session. We saw staff actively encouraging children to try kiwi fruit by saying, "Mmm, it's really sweet, I like this do you? Is it juicy? What do you think?" We saw excellent cleaning and hygiene practices. Staff cleaned the tables before and after snack with anti-bacterial spray. They prompted children to wash their hands before eating and after going to the toilet; they promoted good oral health by encouraging children to clean their teeth as part of the 'Designed to Smile' programme.

All staff manage behaviour well, which supports children's social development. Staff were very good role models at all times. They always said 'please' and 'thank you'; they listened to the children and gave them plenty of time to finish conversations, activities and their snacks. This created a relaxed atmosphere where children were happy, calm and confident to ask questions, explore and learn. We heard lots of praise and encouragement such as 'excellent', 'well done!', 'thank you for sharing', 'good helping' and 'good listening'. Staff helped children take responsibility and care for others through designating a helper of the day. Staff were effective in encouraging children to sit together for routines such as snack time and greeting time, in order to prepare them for more formal education. They managed minor behaviour and sharing disputes exceptionally well. We saw them gently intervene to resolve issues and they got down to the children's level, made good eye contact with children and spoke calmly and clearly so that children understood what was expected in playgroup. Staff used routine phrases, songs and tone of voice very effectively to gain attention and cooperation.

Staff promote children's play, learning and all round development very effectively. Staff knew the needs of individual children and planned exciting activities, which were developmentally appropriate, to ensure that all children could engage, have fun and learn.

All staff followed the Inclusion Policy and had a good awareness of additional needs. They sat and played alongside the children and helped them to develop language, creative, physical, emotional and co-ordination skills through games, songs, stories and activities. We saw that all staff encouraged and facilitated children's independence and celebrated every success. Keyworkers monitored and recorded children's progress in meeting developmental targets and then planned appropriate activities to engage purposefully in the children's play and tailor their support effectively. For example, staff promoted children's social and language skills by encouraging them to talk about their families, their feelings and what they had enjoyed doing that day. At snack time, we saw all staff encourage children to help themselves; to count the pieces of fruit; describe the colours and tastes. The PIC is a fluent Welsh speaker and we heard all staff frequently introduce Welsh words and phrases into the session. Staff are also skilled in other communication methods such as sign language and picture references. We saw that staff also monitored children's expressions and body language to ensure that they were happy and settled. For example, staff responded when children demonstrated they needed to use the toilet and when they were tired. We saw that children learned about the world and different cultures through books, food, toys, activities and celebrations such as Saints' Days, Diwali and Chinese New Year. Staff encouraged children to use the outdoor play area whenever possible so they had physical exercise and fresh air. They also used the opportunity to talk about wildlife such as insects, worms and birds; to discuss weather and listen to different sounds. Staff value the uniqueness of the children, effectively meet their individual needs; and promote their development extremely well.

3. Environment

Excellent

Summary

Children experience an excellent variety of play and learning opportunities because leaders work hard to create an inviting and stimulating environment indoors and outdoors. The environment is safe, secure and extremely well maintained indoors and outdoors. Leaders ensure that all risks and hazards are identified and minimised or eliminated to ensure children's safety. The premises are easily accessible and very suitable for the needs and age range of the children. Resources and equipment are high quality and enrich children's all round learning and development.

Our findings

Leaders ensure that children are very safe at the playgroup. There are keypad locks and secure boundaries to the outside play areas. Leaders provide clear health and safety policies that all staff followed. For example, staff asked us to show proof of identity and to sign in and out; they undertook safety checks of the outdoor play area and the playroom; and we saw excellent hygiene practices at snack time, for nappy changes and when children used the toilets. The Food Standards Agency had inspected the kitchen and awarded it the highest rating. A comprehensive premises management file is kept and all the necessary safety records, safety inspections and maintenance checks were up to date. Leaders consistently and effectively reviewed risk assessments and accidents records and we saw they had acted upon all issues identified. Fire drills are carried out regularly and the fire log included details of the time taken, number of children and staff present, and any action required. We saw that, as a result, daily registers had been moved so that they were easily accessible when exiting the playroom during fire drills.

Leaders ensure highly suitable premises, which are child friendly, very stimulating and promote the Foundation Phase of learning. The playroom was bright and airy with space for a wide range of activities as well as areas for children to relax. The play areas were well set out for children, with resources within easy reach to encourage choice and independence. A washable floor surface allows for floor play and messy play; a carpeted corner and a tent with soft cushions provide areas for comfort and reflection. We saw age appropriate furniture, equipment and toys; including child sized chairs and tables; small jugs for pouring; and low-level wash basins, storage units and toilets. Children have direct access to the outdoor area, which promotes their physical development and knowledge of nature. A soft surface to the outdoor area minimises the impact of trips and falls.

Leaders provide a welcoming and rich environment with an extensive range of good quality resources that stimulates children's curiosity and supports their learning and development. This included low cost items made from recycled materials to raise children's awareness of environmental issues. We heard the Welsh language promoted throughout the session and we saw bilingual posters and signs. We saw that various cultural events and festivals were celebrated throughout the year and toys and books promoted diversity and a multi-cultural society. Leaders had effective systems for staff to check toys and equipment regularly and to assess the play areas and identify any maintenance issues. We saw that toys, resources and equipment were very clean, good quality and in very good condition.

4. Leadership and Management

Excellent

Summary

Leaders manage the service extremely well and strive to provide a high quality service that complies with regulations and exceeds the national minimum standards. They promote staff development by providing clear direction, relevant information, regular training and supervision. Records and documentation are detailed, regularly reviewed and updated to promote safe practices. Leaders are committed to monitoring and improving the quality of the service they provide and involve children, families, staff and other professionals in this.

Our findings

The responsible individual and person in charge invest much time to ensure the service aims are implemented effectively by the team. We saw that children and staff were very comfortable with both the responsible individual and the person in charge and they approached them both readily. There is a clear statement of purpose that provides an accurate description of the service and what it sets out to provide. The policies and procedures have a strong emphasis on putting children first, promoting family life and working with the community. The records and documents we looked at were very detailed and well maintained. Leaders are very effective and provide a high quality service.

Self-evaluation processes are consistent and effective. We saw that staff continually evaluated activities during the session and changed them to meet children's identified needs and preferences. This ensured that children were safe, remained engaged and developmental targets were met. The service also uses a tool called SSTEWS (Sustained Shared Thinking and Emotional Wellbeing Scale) to assess quality in the service. We found that leaders meet with the team weekly to discuss children's progress and evaluate what has gone well, what could be improved and how. Leaders highlight matters they wish to prioritise in developmental plans and action plans, which link to national minimum standards and feed into the annual review of the quality of care. The 2018 review identifies the strengths of the service and future plans and includes feedback from children, staff, families and professionals. As many children are pre-verbal, staff gain their views about activities through recording what they enjoy doing and how they react. During the inspection, we saw all staff using choice boards and feelings cards with children. Leaders continuously evaluate the service and plan effectively for improvement.

Leaders strive to ensure that staff and resources exceed the national minimum standards. We found that staff ratios always exceed the national minimum standard of 1 staff to 4 children and 1:1 support is available for children with additional needs. The person in charge is always in addition to the staff numbers and we saw that she joined in with activities to support team working and to model good practice. Leaders follow safe recruitment processes and staff records contained all the required information. Records showed that staff receive a thorough induction, essential training, regular supervision and an annual appraisal as well as specialised training to meet the needs of individual children. This included speech and language, additional learning needs and autism awareness. Staff said that they 'loved' their work and they received 'excellent support and training'. They felt valued because they were listened to, involved in planning activities and encouraged to

develop their skills and interests. Leaders are committed to saving resources and reducing waste. For example they are reducing paper records and providing electronic information to parents. They have also found innovative ways to use and recycle items such as plastic bottles for bird feeders, old tyres and cable reels for outdoor tables and seating, which has also raised awareness of environmental issues. Leaders manage staff and resources very effectively.

Leaders and staff have excellent relationships with parents and excellent links with other professionals, which greatly benefits children. Before children start at the playgroup, the person in charge and a key worker visit them at home to get to know the children and their needs, preferences and routines. Parents attend 'time together' sessions with their children to get to know the staff and new environment and help the children settle. We found that parents/ carers take an active part in playgroup life; they have attended regular sessions that raise awareness of activities they can do with their children to promote health and well-being; and have taken part in 'no dummy day' and 'no buggy day'. Parents also provide all the fruit that is served at snack time each day. Staff communicate very effectively with parents about their children and important events. Parents described staff as 'lovely', 'brilliant', 'very approachable' and 'helpful' and the service as 'fantastic' and 'amazing'. We saw that staff regularly sought additional advice and support from other professionals including health visitors, early years' advisory teachers, speech and language therapists, physiotherapists and educational psychologists in order to provide the care each child needed. There are excellent links with local schools, which supports easier transitions for the children. Partnerships are effective and successful.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

At the last inspection we notified the service that they were not compliant with regulations in relation to:

- **Fire Precautions** (Regulation 38) - because fire drills had not been carried out at regular intervals. We found that leaders had carried out fire drills at least termly since the last inspection and there were detailed records in place. The service is now compliant.
- **Records** (Regulation 30) – because there was a staff register in place but it had not been completed every day. We saw that all staff had signed in and out each day. The service is now compliant.

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

None

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. It was undertaken by one inspector, who arrived before the playgroup session began and stayed to view records following the session. Feedback was given to the person in charge and the responsible individual at the end of the inspection.

- We spoke to children, four parents, four staff, the person in charge, the responsible individual and a speech and language coordinator;
- we observed children and staff in the playroom and outside;
- we observed children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the premises; and we looked at a sample of records, documentation and policies.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Rowena Samuel
Person in charge	Alexandra Hill
Registered maximum number of places	15
Age range of children	2 – 3 years
Opening hours	12.45pm – 3.15pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 December 2016
Dates of this inspection visit(s)	17 June 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
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 and demonstrates a significant effort in promoting the use of the Welsh language and culture. We saw a good range of bi-lingual posters, books and materials and we heard a lot of incidental Welsh as staff incorporated Welsh language and songs into every activity with children. We saw that staff have access to Welsh Language training to improve their skills.
Additional Information:	

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