



Childcare Inspection Report on

Penyrheol Flying Start

**Barnardos Family Centre
Caledfryn Way
Penyrheol
Caerphilly
CF83 2BW**



Date Inspection Completed

10/06/2019

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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

Penyrheol Flying Start is registered with Care Inspectorate Wales (CIW) to provide sessional day care for up to 20 pre-school children. The service operates from a purpose built unit at Barnardos Family Centre in Caerphilly. Two sessions are offered each day from 8.45 to 11.15 and from 12.15 to 14.45. Helen Morris and Sarah Mutch are the responsible individuals (RI's). The person in charge (PiC) of the day to day running of the service is Sian Sullivan. This is an English language service which makes excellent use of incidental Welsh.

Summary

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

1. Overall assessment

Children enjoy an interesting and stimulating range of experiences and activities. They settle well into the service and are at ease in their surroundings. Practitioners have good knowledge about the children's needs and provide nurturing, supportive care. The service is well managed by an experienced person in charge who receives good support from the responsible individual who visits the service regularly. There is a good ratio of staff to children, which ensures that children's needs are consistently well met. The environment is inviting, attractive, and very well resourced.

2. Improvements

All recommendations from the previous inspection have been met.

3. Requirements and recommendations

There were no non compliances matters identified at this inspection.

We made some good practice recommendations which summarised in section five.

1. Well-being

Excellent

Summary

Children are happy, motivated and enjoy attending the service. They have access to a variety of stimulating experiences and interactions which promotes their all-round development. They are familiar with routines and have positive relationships with practitioners who are caring and supportive.

Our findings

Children have very good opportunities to freely choose their activities. Their requests are recorded and activities are adapted to suit their preferences. Children move around activities which are easily accessed and daily planning is guided by children's wishes. This was clearly evidenced by the 'Child's Voice Journal', which 'allows the child's voice to be heard and support future planning ensuring activities are influenced and enhanced by the children.' Children are encouraged to voice their opinions and express themselves and we saw staff listening to them and giving them time to respond.

Children are secure and experience positive emotional attachments to their key workers. Children show spontaneous affection to practitioners and it was clear that strong emotional bonds were in place. All children separated from their parents happily and arrived smiling. This is reflected in children's questionnaires with a child stating, 'I'm happy I'm in school with my friends.' Children were unperturbed by our presence and frequently invited us to join in with their play. This showed that they felt safe and secure at the service.

Children are beginning to understand how to manage their behaviour. Most children understand the need to take turns and to share with other children. Children are learning to cooperate within a small group and enjoy collaborating in activities. For example, we saw a group of children working well together to set the table for a pretend tea party. Children are mostly in the early stages of understanding their own and other's feelings and are learning how to express them appropriately. One child showed great concern for her friend who had fallen, offering comfort and to 'look after' them when they went back outside to play.

Children have excellent opportunities to develop and extend their interests. Most children are interested and engaged in their play because they find the activities stimulating and inviting. They are active and curious learners who enjoy exploring the environment and they maintain interest to complete tasks. Children value the sense of satisfaction gained from producing art and craft work, we saw children were delighted with their bubble paintings. Resources and activities set out stimulate children's imaginations, providing them with a rich sense of enjoyment.

Children have excellent opportunities to develop their independence skills. During snack time children serve themselves fruit and pour their own drinks. Children sat together in small groups with a member of staff and were helpful to others, passing plates and cups to each other. Children were reminded to say please and thankyou and we heard Welsh used

consistently. Children have easy access to drinking water and were encouraged to blow their own noses and wash their hands afterwards.

2. Care and Development

Excellent

Summary

There are effective procedures and systems in place that ensure that practitioners have the knowledge and skills to offer a high quality service to the children in their care. All systems are regularly monitored to ensure that the health and safety of the children is regarded as a priority and that safeguarding underpins all practices.

Our findings

Practitioners promote healthy practices and ensure all children are safe. There is a safeguarding policy in place and all practitioners are confident to identify any signs of concern. The person in charge logs all concerns and robust records are kept of all incidents. There is a system in place to record any existing injuries to children. All accident records are well maintained and signed by parents. Good attention is given to the promotion of healthy lifestyles; the service has achieved the Gold Standard Healthy Snack Award, and are working towards phase three of the Healthy and Sustainable Pre School Award. Children brush their teeth after eating as part of the Designed to Smile dental hygiene initiative. Physical activity is promoted daily. Children with medical conditions receive good support and information about children's allergies is displayed prominently. All practitioners are trained in paediatric first aid.

Practitioners treat children respectfully and value them as individuals. They are consistent in their approach, and provide realistic boundaries for children. We heard one practitioner gently reminding a child to share, distracting him from potential conflict by providing him with another toy. We saw practitioners kneeling down to the children's level, using calm tones to guide them. Children receive positive feedback for their efforts and their successes and they value recognition. For example, a practitioner praised a child for helping to tidy up which encouraged other children to help too. Practitioners use positive behaviour management techniques to reinforce appropriate behaviour and we saw many children being rewarded with high fives and stickers.

Practitioners provide nurturing and responsive care which meets the individual needs of children. The quality of care review refers to very positive feedback from the local authority regarding the service. Key workers use Foundation Phase Profiles to assess individual developmental needs. They carry out daily observations of children and promote their development by planning and facilitating an extensive range of play and learning activities. Children's progress is tracked and the information from observations is used to plan the next steps in their play and learning. We observed practitioners noting down children's achievements and 'WOW' moments, for example when one child stated 'I have a number 6, and if I turn it upside down I have a number 9.' Children with additional learning needs are included in all areas of play and learning and one to one support is provided if needed.

3. Environment

Good

Summary

The service operates from a purpose built unit. It is safe, spacious and well designed and is welcoming to children. Both indoor and outdoor spaces provide good opportunities for children's development and learning.

Our findings

The person in charge and practitioners ensure that the environment is safe at all times. The doors to the premises are locked when children are present. No unauthorised persons can gain access and a record is kept of all visitors. The children's register includes the times of arrival and departure of children and we saw staff rotas which showed that staffing ratios are maintained at all times. Fire drills are carried out regularly and are well recorded, however the names of children who took part were not recorded. Risk assessments are undertaken in all areas of the environment and for all activities. They are updated and regularly reviewed and hazards are eliminated. Records show that regular servicing of electrical systems takes place. The Employer Liability Insurance certificate is up to date. Cleaning checklists demonstrated regular cleaning is undertaken.

The premises provide children with a rich environment for play and learning. The layout and design of the environment promotes children's independence and all aspects are considered from a child's perspective. The toilet and nappy changing facilities are well maintained and appropriate for the needs of the children, ensuring that privacy is taken into consideration. Activities are set out and continually available to children. Resources are stored in clear containers allowing children to access them independently and they choose their play things without difficulty.

All furniture, equipment, toys and materials are appropriate for children and meet their developmental needs. Child sized chairs and tables ensure that children are comfortable and at ease when playing and eating. High quality, attractive resources are of suitable design and condition and are well maintained, conforming to safety standards. Children move easily between the indoor and outside activities. The outdoor area is of a suitable size for the number of children cared for. Practitioners identified in the quality of care review that they would like to 'further enhance the garden area.' We saw children engaging in water play, washing toy vehicles, the Wendy house and chairs. This activity encouraged cooperation and was very enjoyable for them. Children also enjoyed playing with some uncooked pasta set out in a trough, filling up a selection of bowls and serving each other meals. Children further extended this activity mixing the pasta with water. Cultural awareness and diversity is promoted with activities and resources to mark Diwali, Chinese

New Year and St David's Day. We saw dressing up clothes, dolls and books which promoted an understanding of the lives and beliefs of a diverse community.

4. Leadership and Management

Excellent

Summary

The leaders have a sound vision and sense of purpose which sustains improvements and good outcomes for children and is shared with practitioners and parents. There are effective and well developed systems in place to monitor and evaluate all procedures and which promote a culture of safety. Managers provide excellent support to practitioners who feel valued and who benefit from good developmental opportunities.

Our findings

There is a statement of purpose which provides an accurate picture of the service. The PiC is clear about her own responsibilities and is focused on engaging practitioners to provide the best outcomes for children. Due regard is given to all regulations and the National Minimum Standards (NMS) and all policies and procedures are regularly reviewed. The senior management team provides regular, valuable support to the PiC and all have high expectations of practitioners to deliver a flexible, worthwhile service to children and their families. There is a commitment to the continuous professional development of practitioners and all practitioners are appropriately qualified and trained.

There are effective systems in place to support self evaluation and improvement. The quality of care report reflects the views of children, parents and staff. The service achieved 98 percent on Caerphilly Quality Standards report. The service is also regularly monitored as part of the Flying Start scheme. Monthly staff meetings provide further opportunities for practitioners to evaluate their practice, share ideas, and discuss children's development.

Practitioners are deployed effectively and are clear about their responsibilities. The PiC ensures that duties are identified and allocated to practitioners, sharing tasks for all roles. This ensures the smooth running of the sessions. Practitioners receive good support from the management team and the PiC has regular one to one supervision with the RI. Practitioners receive regular supervisions and annual appraisals, with the PiC. These meetings provide an opportunity for practitioners to reflect on their roles, identify any developmental needs and receive feedback on their performance. The recruitment procedure for practitioners is robust and new practitioners receive a comprehensive induction. We looked at three staff files and found most information to determine staff suitability in place. One staff file did not contain written references, the PiC told us that these were held centrally and ensured that they were transferred to the file.

The service works well with parents to establish trust and clear communication. Effective systems are in place to identify the needs and preferences of children. Parents provide key workers with all information on enrolment. This ensures that the settling in period is well

managed. Regular 'stay and play' and 'rhyme time' sessions where parents are invited in to play with their child build on relationships with parents. Parents said, 'to be able to have the opportunity to go in and join in with activities is lovely.' Parents attend termly parent's days to discuss their child's development and any issues with the key worker. There are strong relationships in place with the Flying Start team as well as local health and education partners.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following:

- Date children's development files to evidence when targets are achieved;
- ensure health and safety documents to include fridge temperature are kept up to date;
- update statement of purpose and complaints policy with correct contact details for CIW and
- written references to be kept in all staff files.

6. How we undertook this inspection

This was a scheduled full inspection undertaken as part of our normal schedule of inspections. One inspector carried out an unannounced inspection of the service.

We:

- spent approximately six hours at the service;
- observed the practitioners and children's interactions;
- spoke to the PiC, practitioners and children present about the service;
- reviewed all information held by CIW;
- spoke to parents;
- examined a range of documentation including, policies, procedures, daily records, two children's files, three staff files and other relevant records maintained as part of the service;
- undertook a visual inspection of the areas used and
- provided formal feedback by telephone on 12 June 2019.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Helen Morris Sarah Mutch
Registered maximum number of places	20
Age range of children	2 – 3 years
Opening hours	8.45 -11.15 and 12.15-14.45 Monday to Friday 39 weeks of the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 July 2016
Dates of this inspection visit(s)	10 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 service does not provide the active offer of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use or intend to use the service. We recommend the service consider the Welsh Government's 'More Than Just Words Follow Strategic Guidelines for the Welsh Language in Social Care'.
Additional Information:	

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