



Childcare Inspection Report on

Flying Start Dechrau'n Deg

**Flying Start Dechrau'n Deg
Flying Start Parc Y Felin Integrated Children's Centre
Parc Y Felin Street
Caerphilly
CF83 3AH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

04/07/2019

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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

Parc y Felin Flying Start is registered with Care Inspectorate Wales (CIW) to care for up to 20 children from two to three years old. The service is currently offering eight places and operates from 9.00am to 11.30 am each weekday during term time. It is based in Parc-y-Felin Integrated Children's Centre, in Caerphilly. There are two responsible individuals, Helen Morris and Sarah Mutch who are responsible for the overall service provision. They have appointed a person in charge who manages the day-to-day operation of the service. This is a Welsh language provision.

Summary

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

1. Overall assessment

Children receive positive and stimulating opportunities which promote their development and wellbeing. Staff are experienced and well qualified and act as key workers to children to establish good links between the service and the family to ensure children's needs are very well met. The environment is resourced to a very high standard. It is attractive and organised to provide a wide range of interesting experiences to children. Management systems are effective and excellent support systems are in place.

2. Improvements

This is the first inspection after registration.

3. Requirements and recommendations

There were no non-compliance issues identified in this inspection. We made one recommendation which is summarised in section 5.2.

1. Well-being

Excellent

Summary

Children receive an excellent service which provides warm, nurturing care and positive experiences. They enjoy a broad and exceptional range of resources and activities which promote their all-round development. These include social, emotional, creative and language opportunities.

Our findings

Children make their own decisions about how they spend their time at the service. They move around the extensive range of activities independently and their play is mostly self-directed. They can access the outdoor play areas easily and safely. We heard children discussing their preferences with staff who encouraged them to make their own choices. Children receive support to develop their individual interests and bring in items from home which have included worms or flowers. Activities are rearranged to follow and respond to children's requests, promoting their learning.

Children receive consistent, supportive care. Staff greet all children and their families individually when they arrive. Children have key workers who know them well and understand their individual needs. They approach staff for comfort and reassurance and receive responsive and timely attention. Children are at ease, settled, and express enjoyment and satisfaction within the environment. They feel a sense of belonging as they attend regularly, understand the daily routines and know what to expect. Parents told us they were confident and reassured to leave their children at the service.

Children are in the early stages of developing skills to cope with their feelings. They are learning how to express their emotions appropriately and receive consistent guidance and support from staff when needed. Most children are well settled as the child leads the settling in process. Extra transition sessions are arranged until the child is ready to cope with separation from parents. Children value the structure of the sessions and can pre-empt activities with confidence. They play cooperatively and use role-play resources to be imaginative and creative. They share resources in the water tray, wheeled toys outside, and enjoy turn taking games. We observed them waiting with excitement to put 'Mark the shark' into the box during circle time. Children are keen to receive the accolade of 'star of the day' which is presented for cooperative and kind behaviour as well "good listening'. Children also receive a sense of satisfaction from the challenge of using stepping-stones and the balance beam.

Children have good opportunities to develop self-help skills and confidence. They receive encouragement and support to choose their own food and pour drinks during snack time. They are learning to use cutlery and tongs to pick up bread and gain a sense of fulfilment

from completing these tasks. Welsh is used throughout the sessions and children are beginning to understand and use the language with ease. They enjoy stories and sing in Welsh with enthusiasm.

2. Care and Development

Excellent

Summary

There are highly effective systems and procedures in place which ensure staff have up to date specialist knowledge and skills to provide a safe service which promotes positive outcomes for children. Regular and robust monitoring of systems ensures that the health and safety of children is prioritised and that safeguarding underpins all practice.

Our findings

Child protection is rigorously managed and all staff have undertaken safeguarding training. Systems are monitored regularly and the person in charge and staff are vigilant and confident to pass on any concerns to the appropriate authority. Care and concern files record any significant events which affect the wellbeing of children, including existing injuries, and all actions are followed up. Accidents and incidents are well recorded and are monitored regularly to identify any trends which need to be addressed to support children. The weekly menu, which is displayed for parents to view, shows all food is healthy and nutritious and the service has received the Gold Standard Healthy Snack award. Staff are currently working towards the Healthy and Sustainable Preschool Scheme award which promotes health improvement measures for children. The service also takes part in the Designed to Smile initiative, which encourages tooth brushing, and good dental health.

Staff treat children with respect and value them as individuals. They are nurturing and consistent in their approach and provide realistic boundaries for children to follow. They are mindful of the age, stage of development and any personal experiences which might affect children's feelings and behaviour. Staff have undertaken training in how to support children who have adverse childhood experiences. They deal with interactions sensitively and with exceptional skill and this provides significant benefits to children. We heard one member of staff gently reminding a child to be kind to another and distracting him from a situation. Staff kneel down to the child's level and use calm tones to guide them. Staff prepare the environment carefully before children arrive to take into account children's individual interests.

Children's learning and developmental needs are based upon assessments and targets based upon the Foundation Phase Profile. Children with additional learning needs have play plans and care plans where needed. In September, the service intends to carry out Wellcomm communication assessments on all children. Children who are identified as having specific needs relating to their emotional or social development such as separation anxiety or emotional resilience receive a 'Thrive' assessment. This is followed with an action plan to support the child within the service and at home. We saw staff sitting with children at snack time, chatting and supporting children and acting as positive role models.

3. Environment

Excellent

Summary

The service is located within the same building which houses the Flying Start Hub in Caerphilly. It is a renovated school premises adapted for use by a number of services each of which has a dedicated area. The Flying Start service has the use of one large room and a separate room fitted as a nappy changing and toilet area. The extensive outside space is shared by all the services occupying the building.

Our findings

Safety systems are rigorously monitored and implemented effectively. The security system is well managed and children are not able to exit the premises unattended. All visitors are expected to sign the visitors' book to ensure no unauthorised people enter the service when children are present. Risk assessments are in place for all areas and for all activities. This includes excursions out into the community to the local library and the nearby castle. The environment is checked visually each day and any problems are transferred to the person in charge of all building issues within the centre. The service carries out fire drills every term and include all the children. These are logged carefully and include any issues of concern or hazards encountered. Infection control is managed effectively and the person in charge uses the Public Health Wales audit document to ensure the service keeps up to date with current guidance. The times of arrival and departure of children are carefully recorded each day. We saw evidence which showed gas and electric systems are serviced regularly.

The facilities are attractive, welcoming and provide a rich environment for play and learning. The main playroom benefits from very good natural light from three large floor to ceiling windows. Trees outside provide an attractive backdrop. The accommodation and facilities for children have been designed to a high specification and are welcoming, practical and durable. Children benefit from a well-ordered environment which is set out in zoned areas which are easily accessed. Furniture is child sized and table legs can be adjusted if needed. The outside play area is flat and has a grassed area as well as an area for children to ride bikes and scooters. The toilet facilities are accessible, clean and fresh.

The person in charge told us the service is working towards providing a 'communication friendly space' for children to support their wellbeing. This approach focuses upon the role of the environment in supporting language skills and emotional development. Staff carefully consider layout, space, noise levels, choice and lighting to create opportunities for children to communicate and build language with ease and confidence.

The service is committed to using natural materials as much as possible and the use of linen, hessian and wood is attractive and appealing to children. The environment is uncluttered and any broken resources are discarded. Children's work is displayed on the walls with their names and this provides them with a sense of belonging to the service.

4. Leadership and Management

Excellent

Summary

The managers have a sound vision and sense of purpose which sustains improvements and good outcomes for children which is shared with staff and parents. There are excellent systems in place to monitor and evaluate all procedures. Managers provide effective and regular support to staff who are valued and who receive good developmental opportunities and supervision.

Our findings

Leadership is proactive and the service is very well managed. There is a clear statement of purpose in place which provides an accurate picture of the service and is available for parents to read at all times. Discussions showed us the person in charge, her line manager and the responsible individual work together to ensure all systems and procedures follow the regulations and National Minimum Standards. The service is registered with the Information Commissioners Office and good attention is given to protecting all personal information. There is a training plan which identifies the developmental needs of the team and a matrix to ensure all staff have the required skills and experience and that essential training is planned well in advance.

There are excellent systems in place to monitor the quality of the provision. The team uses questionnaires to find out what parents think about the quality of the service and there is an open door policy where parents can meet with staff easily. Parents use the time when they collect children to discuss any issues about their child with staff. Observations and discussions take place daily to assess and evaluate any improvements needed from the child's point of view. Children are involved in decision making throughout the sessions. There is a complaints policy although no complaints have been received. The annual quality of care has been completed and includes the views of children, parents and staff. There is an on-going setting improvement plan in place which is constantly reviewed and updated.

Staff are deployed effectively and are clear about their responsibilities. They told us they feel very well supported and they have the skills and training to enable them to carry out their roles to a high standard. Staff receive regular one to one developmental supervision with their line manager and there is also a system of welfare meetings in place where staff can update their manager on any personal issues affecting their wellbeing. We looked at staff files and found all the information to determine staff suitability was in place.

There are very good working relationships with parents who told us they value the service highly as it has helped to prepare their children for school. As the service is located in the Flying Start centre the staff have easy access to information and professional advice which is supportive to them and they value these opportunities.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement:

- To send the statement of purpose to CIW each time it is amended.

6. How we undertook this inspection

This was a full post registration inspection undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit to the service for three hours on 3 July and the next day for four hours.

- We observed the children and the care they received, both indoors and outside. Our SOFI 2 tool was used to capture evidence of children's engagement and the care provided by staff;
- we spoke to a number of children, three parents, the person in charge and her line manager, and a member of staff;
- we considered information held by CIW as part of the registration process;
- we looked at a wide range of records, including the statement of purpose, policies, safety documentation and daily records;
- we made a visual check of all the facilities including the outdoor area and
- we provided feedback at the end of the session to the person in charge, her line manager and the member of staff.

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	Helen Morris Sarah Mutch
Person in charge	Lauren Kerby Bethan Kay
Registered maximum number of places	20
Age range of children	2 – 3 years
Opening hours	9.00 - 11.30 Monday to Friday, term time only
Operating Language of the service	Welsh and English
Date of previous Care Inspectorate Wales inspection	First inspection
Dates of these inspection visits	3 and 4 July 2019
Is this a Flying Start service?	Yes
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service provides an 'active offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information: None	

Date Published 21/08/2019