



# Childcare Inspection Report on

**Flying Start Ty Coch**

**Flying Start Rooms  
100 Ty Coch  
Rhymney  
Caerphilly  
NP22 5DJ**



**Date Inspection Completed**

**08/04/2019**

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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

Flying Start Ty Coch is registered with Care Inspectorate Wales (CIW) to provide day care for up to 20 children between two and three years of age. The service currently offers 12 places at each session. The group is based in dedicated premises in Rhymney, and is part of the Flying Start programme, providing free child care places for eligible families. The service runs morning and afternoon sessions, weekdays during term time. It is managed by two responsible individuals (RIs) on behalf of Caerphilly County Borough Council, and is managed on a daily basis by a person in charge (PiC). English is the main language of the group with good use of incidental Welsh to promote children's learning.

## Summary

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

### 1. Overall assessment

The service promotes children's well-being highly effectively, and provides engaging, varied activities, which support their learning and development very well. The environment is welcoming, thoughtfully set out to offer interesting and inviting play spaces, and encourages children's independence well. Children form very warm and secure relationships with staff who know them exceptionally well, and who provide very skilful support to help them thrive. Leaders and staff work very well together, and are proactive in bringing about improvements to the service to benefit children and their families.

### 2. Improvements

The group has made a number of improvements since the previous inspection. These include:

- Restructuring of session times so children have more uninterrupted free-play;
- completion of the Healthy and Sustainable Pre-school Scheme which supports activities to promote children's understanding of the benefits of being healthy;
- effective promotion of the Design to Smile programme;
- introduction of Health Matters sessions with parents;

- ongoing training for staff to develop their practice and aid the implementation of strategies such as Learning Language and Loving It;
- continued enhancement of play areas, particularly indoors, and
- introduction of a children's comments book to record their views.

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

There were no areas of non-compliance identified at this inspection. We made three recommendations to help develop the service. These are discussed in the body of the report and listed at the end.

## 1. Well-being

Excellent

### Our findings

Children communicate well, and make confident choices about their play and activities. For example, some chose to dance, some experimented with the play dough, and others enjoyed their imaginative play in the home corner. Outside, they moved around confidently, and made good use of the resources available such as bikes, mud kitchen and crates. They express their wishes and know staff will take account of their ideas. For example, one child asked to go back outside after their snack and some children asked staff to read them a story; staff responded straight away.

Children arrive at the setting happy and have very positive relationships with staff. They approach them easily for cuddles and reassurance or to proudly show them their 'work'. They know the routine very well which helps them feel secure. For example, they confidently put their photograph on the self-registration board at the start of the session. They feel valued as their creations, and photographs of their pets and interests, are displayed thoughtfully.

Children are learning to play appropriately. For example, they take turns, share and respond to directions from staff such as to use 'walking feet indoors' in line with their age and stage of development. They are beginning to show sensitivity towards each other. For example, one child spontaneously offered another child a toy they thought they might like to play with in the home corner. They take part in social occasions such as snack times very well.

Children enjoy their play and learning and take part in the activities eagerly. They are enthusiastic and concentrate well on their chosen tasks very well. For example, some children persevered very well to pick up dinosaurs with their tweezers and drop them in the buckets; other children joined in excitedly with a story, listening attentively and engaging with the actions.

Children are developing their independence skills very well. They find the resources they wish to play with easily, and are learning to put on their own coats. They wash their hands at appropriate times with limited assistance successfully, and manage their own food at snack time well. However, they would benefit from more opportunities to practise their self-help skills during these times by, for example, pouring their own drinks.

## 2. Care and Development

Excellent

### Our findings

Staff promote children's welfare very effectively. They have an excellent understanding of their role in protecting children and attend training regularly. Staff encourage children to learn about the benefits of a healthy lifestyle very well. For example, children clean their teeth after snack, enjoy healthy foods such as fruit, and take part in lots of outdoor play. The group have successfully completed the Healthy and Sustainable Pre-School Scheme, which is designed to promote the health and well-being of pre-school children, and has been awarded the Gold Snack Award. Suitable systems are in place to ensure staff are aware of children with allergies. However, allergens in the food provided are not recorded. Staff follow appropriate hygiene and nappy changing procedures effectively. All staff are first aid trained and respond to minor accidents well. Staff practise fire drills with the children regularly so they would know what to do in an emergency.

Staff create a happy and positive environment where children feel valued. They praise them for appropriate behaviour and celebrate their successes and efforts. They use systems such as Helpur Heddiw (Helper of the Day) and Seren y Dydd (Star of the Day) to promote children's self-esteem.

Staff work very well together to monitor children's progress, and plan interesting and engaging experiences which cover the Foundation Phase areas of learning. Focused activities are differentiated so children are appropriately challenged. Staff know the children exceptionally well, and are highly keen to promote their development and well-being. They join in naturally with children's play to support them to develop a range of skills. For example, they helped them count the dinosaurs in the tuff tray and how many brushes there were in the 'salon'. In the home corner, they followed the children's lead and helped them look after the 'babies', and they joined in with creating hair styles in the salon. When reading Goldilocks and the Three Bears they used relevant resources to support questions about the comparative sizes of the bowls, and encouraged children to talk about what they had enjoyed for breakfast. Staff invite children to enjoy dancing and music, and give them lots of opportunities to enjoy mark making, messy play and experiment with play dough. There is a particular focus on developing children's language and literacy skills, and staff have attended relevant training to implement effective strategies to support this. Children who need additional support are provided with individual play plans and daily activities to support their progress effectively. The group works exceptionally closely with other services such as health visitors and speech and language therapists to ensure children are given the support they need. Welsh is used well by staff, particularly during routines, which gives children good opportunities to practise using Welsh to respond to simple

questions. Staff use Welsh well in songs and through simple phrases. They promote children's learning about feelings very well. For example they use a puppet at circle times to encourage children to talk about how they feel, and routinely ask how characters may be feeling when they read stories with the children. Staff help children learn about different cultures and religions by celebrating festivals such as Chinese New Year, and there is a good range of resources to help children appreciate diversity.



### **3. Environment**

**Good**

#### **Our findings**

There are good procedures in place to ensure children are cared for in a safe and secure environment. For example, entry to the main play room and offices is via a key pad so staff can control who enters these areas, and the outside area is fully enclosed. All necessary maintenance and safety checks for the building are undertaken appropriately, and robust written risk assessments for the room and outside area are in place. Staff carry out visual daily checks of the premises so any issues may be addressed, and monitor the room effectivity to ensure it remains a suitable environment for children to play. Leaders carry out annual audits of the infection control measures in place to ensure best practice is followed. The kitchen has been awarded a level 5 food safety rating, which shows appropriate procedures are in place to maintain a suitable food preparation environment and protect children's health.

The play spaces are welcoming, and thoughtfully set out to engage children's interests. Leaders are working to create a calm, uncluttered indoor environment to encourage children's imaginations and conversation. There are clearly defined areas for different types of play which are easy for children to move between, and children are able to play alone, in small groups or as part of a larger group. Outside, there are different surfaces for children to enjoy different play activities such as bikes, scooters, digging and planting. Leaders are aware the overall space outside is in need of some development and this is part of the service improvement plan for this year. The layout of the environment fosters children's independence. For example, the washrooms are easily accessible, resources are well set out so children can find what they need by themselves, and they can move freely from indoors to the outside. Displays are thoughtfully set out to promote children's sense of achievement, value and encourage conversation. For example, children can display photographs of their pets, and their 'work' is accompanied with photographs of themselves undertaking the activity, to celebrate their efforts as much as the final product.

Children have access to an extensive range of developmentally appropriate resources for both indoor and outdoor play. These are of very good quality and promote their learning successfully. There is good variety of books in both English and Welsh, and resources which subtly help children learn about diversity and promote their cultural awareness. Outside there are variety of resources and materials which encourage children to take risks and experiment in their play, such as a slide, crates, bikes and mud kitchen.

## 4. Leadership and Management

Excellent

### Our findings

The service is very well run, compliant with relevant regulations and promotes children's safety, development and well-being exceptionally well. Leaders have a very clear vision for the service and are keen to implement changes to improve outcomes for children. For example, they are looking to improve the environment to encourage children's language, and make changes to their activity planning to promote children's sense of curiosity. They work very effectively with staff, and there is a clear sense of purpose and strong team work. There is an ethos of continual professional development, and staff feel valued and very well supported. The statement of purpose gives parents a clear picture of how the service operates. Policies and procedures focus on children's needs and are implemented successfully by staff.

Self-evaluation is very effective and takes place regularly. The setting draws on input from a range of sources to identify strengths and areas for development such as the views of parents, the Flying Start advisor and staff, and outcomes from accredited quality assurance schemes such as environmental rating scales. Improvement plans are detailed and there is a clear link between targets for the setting and individual objectives for staff. Observations of children's engagement with activities are used to make changes and improve their experiences. For example, the home corner was recently rearranged and has resulted in much better involvement from children. A new book with photographs, children's ideas and drawings is being developed to track children's views, levels of engagement and any subsequent changes made. The setting implements a suitable complaint policy, and parents are aware of the process for raising concerns.

Recruitment procedures are robust to ensure staff are suitable to work with children. There is a comprehensive induction to the Flying Start programme for all new staff, with a suitable record kept. The PiC ensures staff are familiar with the routines at the Ty Coch setting. However, there is currently no provision to record this additional induction. The PiC and staff are very well qualified and experienced. Leaders value the staff, and they are all very motivated to do their best so children at the setting thrive. They welcome additional training to develop their knowledge and practice, and feel well supported both on a daily basis, and through the supervision and appraisal process. They work together as a team very effectively so the sessions run smoothly.

Partnerships with parents are excellent. The group has developed an effective transition booklet which parents are asked to read to their child like a story before they start. There are very good systems in place to ensure children can settle at their own pace, and parents are given good information about the service. Staff keep parents

very well informed about events at the setting through newsletters, well set out notice boards and daily conversations. Termly activities are planned which invite input from home. For example, this term parents were invited to support their child to make an Easter bonnet for the Easter parade. Staff use drop-off and collection times to talk with parents about their child's experiences during the session. They use termly meetings to discuss each child's progress with their parents in more detail, and share photograph books with them showing pictures of their child's time at the setting. There are very good opportunities for parents to join in with their children's play at the sessions. For example, they are invited to termly craft activities and weekly singing sessions with their children. The group also run Health Matters sessions for parents where the health visitor offers support on issues such as potty training and tooth decay. The PiC and deputy are Family Information Service Champions so they are able to signpost parents to beneficial events in the community.

The setting has very strong links with other professionals such as health visitors and speech and language therapists to support children successfully. They have developed very good links with the local nursery which helps support a smooth transition for children to maintained education. The group has valuable links with the community which enriches children's learning experiences. For example, they have visits from the local fire brigade use the community centre for sport's days, and organise annual trips for families to places such as Caerphilly Castle.

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

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

None

### **5.2 Areas of non-compliance from this inspection**

None

### **5.3 Recommendations for improvement**

- Encourage children to pour their own drinks at snack times;
- record allergens in the food provided, and
- provide a written staff induction programme for staff new to the setting, in addition to the Flying Start induction currently provided.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook two visits to the service.

- We observed the children undertaking their activities and the care provided by the staff;
- we looked at a range of records and documents including staff files, policies and procedures, children's records and planning;
- we looked at the premises, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with two parents to obtain their views;
- we spoke with one of the RIs, the PiC and staff present during the inspection to obtain their views and clarify information about the running of the group and future plans, and
- our findings were fed back to one of the RIs and PiC, and all recommendations were discussed.

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 Sessional Day Care
Responsible Individual	Helen Morris Sarah Mutch
Person in charge	Sian Harding Catherine Jones
Registered maximum number of places	20
Age range of children	2 – 3 years
Opening hours	8.45am – 11.15am and 12 – 2.30pm, weekdays, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 January 2016
Dates of this inspection visit	8 and 9 April 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 does not provide an "Active Offer" of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.
Additional Information: None	

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