



Childcare Inspection Report on

Flying Start Panside

**Flying Start Rooms
Panside Primary School
Old Pant Road
Newbridge
NP11 5DE**



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Description of the service

Flying Start Panside is operated by Caerphilly County Borough Council (CCBC) who have appointed two Registered Individuals (RI's) to oversee the service and a Person in Charge (PiC) to manage the day to day running of the setting. It was registered in 2008 and provides sessional care for up to 16 children. As it is part of the Flying Start programme it delivers free child care places in specific catchment areas for children between the ages of two and three years old. It operates from a designated building within a Flying Start Childcare Centre which is situated within an annex to Panside Primary School. It operates Monday to Friday 9am to 11:30am and 12.15pm to 2.45pm. This is predominantly an English language service, but with some use of basic Welsh.

Summary of our findings

1. Overall assessment

Children's well being is promoted at the play group and they are able to form positive and warm relationships with staff. They are active and involved in their play and the atmosphere is happy and relaxed. Staff are well qualified and experienced and most have been with the group for a number of years. Their practice is child led and they understand the children's individual needs. The main play room is stimulating and comfortable and there is a good range of age appropriate resources and equipment. The external play space is generally well maintained and safe and provides valuable additional play space although would benefit from an audit of resources.

2. Improvements

- The group has developed their eco garden and mud kitchen to extend children's play in the outside area and
- a staff development officer has been employed to support professional development of staff.

3. Requirements and recommendations

The service is compliant with the regulations. We made some recommendations to help develop the service which are detailed at the end of this report.

1. Well-being

Summary

Children are happy and settled and have developed secure relationships with the staff that look after them. Children enjoy their time at the nursery and are busy and able to play with a range of activities and resources which stimulate their curiosity and development.

Our findings

1.1 To what extent do children have a voice?

Children can choose which activities they would like to do and can select toys and equipment from a good range of resources. Children made decisions about what they wanted to play with and staff followed the children's lead and were sensitive to their interests. We saw children were invited to take part in whole group activities, such as listening to a story, but could choose not to if they preferred. We heard staff regularly involving the children in decisions about their play and invited them to choose the songs at singing time and children chose to sing a rainbow song in Welsh. Children were offered a choice of foods at snack time. Parents we spoke to felt their children had a good choice of activities.

Children's right to express themselves and make choices, are respected and valued.

1.2 To what extent do children feel safe, happy and valued?

Children are secure, happy and relaxed. The group implement a settling in process which allows the children time to settle into the sessions at their own pace. The keyworker system, where each member of staff takes responsibility for forming close relationships with a small group of children and their parents, combines with a consistent staff group, enables children to develop strong attachments. One parent commented to us that they were "*Very impressed with the keyworkers.*" and that their child was happy at the service. Children moved throughout the play spaces confidently and approached staff easily if they needed anything. We saw that children were cuddled, shown lots of attention and received smiles, praise and words of encouragement from staff. Children had their own hooks to hang their coats and belongings and their work. Photographs of the children was displayed which helped them feel a sense of belonging and that they were valued.

Children are able to feel secure, settled and valued.

1.3 How well do children interact?

Children are developing their social skills. Children co-operated well with staff, for example, by following the correct hand washing procedure and enjoyed taking part in group activities such as singing and reading stories. Children were gently and skilfully encouraged to take turns and share with their friends. Stickers and "Star of the Day" were given as rewards and helped promote their self esteem. They followed the staff's lead in using good manners and enjoyed opportunities to sit around tables

together to eat their snacks. One parent told us that they felt their child's behaviour had improved since attending the group and that they had made friends there.

There is a positive, caring atmosphere and children are well supported to manage their feelings and develop their social skills.

1.4 To what extent do children enjoy their play and learning?

Children can spend time on activities that interest them, enjoy themselves and explore their environment. The majority of the session was given over to free play and we saw children choosing from a variety of activities that had been planned and set up around their needs and interests such as painting, sand and water play, cutting and role play. Some children were particularly fascinated by the butterfly/cocoon activity and watched in awe as the butterfly was released outside. The children really enjoyed the garden area, looking for bugs and woodlice and smelling the herbs. Others enjoyed 'painting' with water outside or playing ball games or dinosaur figures. They enjoyed adult-led singing and circle times, joining in with the actions in the songs. Parents we spoke to felt their children enjoyed attending the group and had lots to do there."

Children are engaged and interested in the activities provided.

1.5 How well do children develop, learn and become independent?

Children experience a range of play opportunities and are well supported by staff, which helps promote their all-round learning and development. Activities were planned around children's individual needs in order to promote their skills and development. Staff supported children and promoted their play and learning through thoughtful conversation, for example, we heard staff explaining to children that butterflies are delicate and fragile and that if children had flowers in their gardens' butterflies would come. Children could easily access the washrooms. Staff were on hand to offer support and explain why they needed to clean their hands before their snack. Resources were placed so children could find what they needed easily. At snack times staff served children their snack and we have recommended that children could be given greater opportunities to practise their independence skills at snack times. We saw that children self registered at circle time which encourages a feeling of accomplishment.

Children are able to take part in activities which promote their learning and independence and these opportunities need to be developed into the snack-time routine.

2. Care and Development

Summary

Staff are well qualified and experienced. Their practice is child-led and the children's well being is at the centre of their care. Policies and schemes are implemented which provide opportunities for children to develop a healthy lifestyle. Staff provide warm and sensitive care and have realistic expectations of children. Systems are in place to ensure that children with additional learning needs receive good levels of support and benefit from expert advice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children are kept safe and well because safeguarding is given high priority and policies and schemes are implemented which promote children's health. Staff had all attended safeguarding training and were confident with child protection procedures in place. Records we saw showed that these processes were implemented and recorded well. We were told that routines for nappy changing had recently been updated were followed appropriately and children washed their hands at suitable times. The group had achieved the Gold Healthy Snack award and we saw that children were provided with a variety of fruits and other foods to promote their health. Staff were aware of children's allergies and were supported by health care professionals to ensure they had received the required training. Our discussions with staff showed that they had successfully completed all sections of the Healthy and Sustainable Pre-School Award which promotes children's health in areas such as physical activity, nutrition and emotional health. The group implemented the Welsh Government 'Designed to Smile' scheme which encourages children to clean their teeth and we saw children cleaning their teeth during the session. We did discuss with the PiC the need to ensure all children cleaned their faces well after this activity. Staff understood the rules around safely administering medication and appropriate records were kept. We saw that staff completed accident/incident and pre existing injuries forms as required and ensured parents signed and understood the forms. The accident records showed that, where necessary, appropriate first aid was administered. All staff were up-to-date with paediatric first aid training. Fire drills with children are completed termly. Parents told us that they felt their children were safe at the service.

Staff are appropriately trained and implement required policies and procedures to ensure that children's health and welfare is promoted.

2.2 How well do practitioners manage interactions?

Staff are skilful and consistent in their approach to managing children's behaviour and strategies to manage behaviour are age appropriate. Staff told us they had all attended training in behaviour management and felt confident in managing children's behaviour positively. They worked with the children sensitively, calmly and patiently, and implemented appropriate strategies to help children develop their social skills.

We saw one child was awarded 'Star of the day' *'for being kind to your friends'*. At circle time staff encouraged children to *'Get your wiggles out and then we can sit nicely'* and the children were then all able to sit calmly and participate in singing songs. We saw staff praise and encourage the children. They explained that they had sought support from health professionals regarding some behaviours, such as biting, and were able to manage these behaviours. Children were allowed space to do things in their own time and treated with dignity and respect. A celebration tree had been developed to record children's accomplishments, for example *'X recognised their own coat'*. Staff knew children's individual personalities and were aware of those children who needed extra support with managing their feelings and dealing with difficult concepts such as taking turns and sharing. The PiC told us they worked closely with the parents to ensure strategies used to help promote their child's behaviour were consistent between the group and home.

Staff use their knowledge of the children and understanding of child development to promote positive interactions between the children.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff understand and meet children's individual needs. Staff are well qualified and experienced and work together closely to monitor children's progress and plan activities which will help promote their development. All children have journals which track how they are progressing, with goals identified to help them reach their next steps. An advisory teacher checks planning and targets to ensure that children's individual needs are being met. We saw that staff had recorded, for example, *"X is beginning to understand concepts of quantities, between big and small"* within a child's learning journal. We heard staff encourage a child to build a tower with large foam blocks saying *"Shall we count to ten?"*. For those children who need additional support, individual play plans are formulated to support specific areas of learning and a Special Educational Needs Co-ordinator (SENCO) is in place. The Welsh language was integrated into the session through songs and incidental Welsh. Staff told us that a variety of festivals such as Chinese New Year are celebrated to help promote children's awareness of different cultures and religions and there are resources to help children appreciate diversity. Children's personal needs were attended to promptly by their key workers and children received responsive and sensitive support. The group works closely with other services such as Health Visitors and Speech and Language to ensure that children are given the support they need.

Staff have the qualifications and experience necessary to promote children's play, learning and development well.

3. Environment

Summary

The environment is clean, bright and maintained to a good standard. There are colourful displays positioned throughout the setting which represent topics that are being studied. Care is taken to maintain safety in order to ensure the well being of children. The setting benefits from a large outside play area and although well resourced, would benefit from an audit of these resources and further development.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The management team and staff take steps to ensure children's safety. The premises is secure, access was well monitored and a record of visitors was kept. Outside play areas were enclosed and supervised by staff when children were playing there. Detailed written risk assessments were in place and risks were identified, such as the fencing towards the back of the Eco garden needed securing. Staff had minimised risk but were awaiting funding for this and they explained that children did not access this area without supervision. We have recommended that this is addressed. Daily safety checks were carried out and we saw that staff checked the outside area before children went outside to play. Emergency evacuation procedures were practised and we were told that these took place termly. An agreement was in place with the school in relation to maintenance and cleaning and we saw the rooms used were clean and well maintained. There were systems in place to ensure that toys and equipment were cleaned regularly. The accident and incident records were detailed and well maintained. Records showed that these were audited regularly to help identify recurring accidents and therefore prompt appropriate action, including referring individual children to health services for specific support, if necessary.

Appropriate procedures are in place to ensure the safety of children and staff in the environment.

3.2 How well do leaders ensure the suitability of the environment?

The indoor play space is light, well organised and child friendly with plenty of room for children to move freely and access the outside easily. Areas for different types of play were well set out to create interesting spaces for the children. There was plenty of room for children to enjoy floor play activities and table top activities. There was a book corner with cushions where children could relax and comfortably take part in circle time activities. Children had controlled access to a large outdoor area leading off from the play room. The washrooms were suitably positioned so that children could access these independently. The group regularly review the environment using a recognised rating scale and act on any issues identified.

The PiC ensures that the environment is child friendly and promotes children's play.

3.3 How well do leaders ensure the quality of resources and equipment?

Children have access to resources and furniture that is suitable for their needs. We saw a very good range of toys and play equipment. These were of good quality, clean and suitably located in the corresponding play areas, although we have recommended an audit of some of the outside resources as some of these would benefit from an update. Daily checks meant that any unsafe or damaged equipment is identified and appropriate action taken. Systems are also implemented to ensure that indoor toys are clean. There were suitably sized tables and chairs for children to sit and undertake table top activities and eat their snacks. There is a range of books and resources to help children learn about different cultures and diversity.

The group has processes in place to ensure that resources and equipment are of a good standard and meet the children's needs although the outside play area looks a little tired and would benefit from an update.

4. Leadership and Management

Summary

There is a strong management structure in place at the setting. The service is well organised and managed to a good standard. The PiC and staff fully engaged in the inspection process and were open and transparent throughout. There are systems in place to ensure the development of the service and the views of parents and children are welcomed. Parents can be clear about how the play group operates and are able to work closely with staff so that they are fully involved in their child's development and care. We have recommended that guidance for cover/relief staff is reviewed so that they can be confident in their role.

Our findings

4.1 How effective is leadership?

The service is well run and complies with the Child Minding and Day Care Regulations (Wales) 2010. There is a clear management structure in place that is set out in the group's operational plan. This, together with the statement of purpose, which sets out the group's aims, facilities and services available, allows parents to understand how the service operates and make an informed choice. Suitable policies and procedures are implemented by staff to ensure children's safety and promote their development. The PiC was clear of her role and felt well supported by the Flying Start officer and RIs. We saw staff were clear about their roles and worked well together, which meant the session ran smoothly and calmly. Staff told us they felt well supported in relation to training opportunities.

The management team implement systems to ensure that children are cared for in a safe service by motivated staff.

4.2 How effective is self evaluation and planning for improvement?

There are systems in place for self evaluation and improving quality. The service uses a range of quality assurance schemes, such the Healthy Snack Award and the Healthy and Sustainable Pre-School Scheme, to help inform the quality of their provision and identify improvements. There are systems in place for self evaluation and improving quality, for example, we saw that accidents and incidents are reviewed upon a monthly basis and the Operational plan had specific targets for improvement. The PiC informed us that the nappy changing policy had recently been reviewed to ensure children remained comfortable and their toileting needs were fully met. A comprehensive and detailed review on the quality of care is produced annually and shared with parents. Parents' views are welcomed through, for example, a suggestion box and daily verbal feedback. Children's views are obtained mainly through observing what they like and how they respond to different activities. We recommended that systems are developed to evidence how the views of children are acted upon when evaluating the service and activities..

The service draws on advice from external sources, their knowledge of approaches to child care and the views of parents, staff and children to evaluate their service and plan for improvement.

4.3 How effective is the management of practitioners, staff and other resources?

The PiC manages the service well on a day to day basis to ensure good outcomes for children. Staff are well qualified and experienced, and worked well as a team. Staff took on responsibilities for different areas within the service depending on their area of expertise and interest. Identified staff responsibilities included roles for child protection, health and safety and SENCO. Staff were clear of their roles which ensured that the session ran smoothly and children's needs were met. Recruitment procedures are robust so that all necessary checks to ensure staff suitability are carried out. Staff files kept on the premises were well organised. There is an annual appraisal process in place and systems to support staff. Staff we spoke with said they felt well supported and that their training needs were identified and met through the supervision and appraisal process. An induction procedure introduced new staff to Flying Start procedures and records of this were kept. Staff attended regular team meetings and we recommended that these are recorded more consistently.

Parents can be confident that the staff and resources are managed effectively to ensure the welfare of the children.

4.4 How effective are partnerships?

The service works with parents, the school and other services as part of a multi-agency team to support the children and their families living in the local Flying Start area. Parents are invited to share their knowledge about their child before starting and a settling in process allows the child and their family time to become familiar with the group. We saw information was shared verbally in an informal and friendly way when children were collected and/or dropped off. There are a number of systems in place to help involve parents in their child's progress including parent meetings and join in and play sessions. A noticeboard in the entrance foyer displaying pertinent information and photographs of staff together with details of their qualifications as well as regular newsletters helps keep parents informed. A suggestion box invited anonymous feedback. The PiC explained how the group work closely with the adjacent nursery to ensure that children have a smooth transition into school. We spoke to a health professional who said they have excellent communication with the staff and managers.

The nursery works effectively with parents and other professionals to ensure children's well being is promoted.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure cover staff are confident and understand their role;
- audit external resources;
- develop systems to evidence how the views of children are acted upon when evaluating the service and activities etc;
- record staff meetings and
- secure fencing at back of eco garden.

2. How we undertook this inspection

An unannounced full inspection was undertaken over two days, with feedback given on the second visit, with approximately 10 hours spent at the setting. The following methodology and information was considered:

- Information held by CSSIW;
- observations of care routines and practices undertaken;
- visual inspection of the setting, both inside and outside;
- discussions with the staff and management team;
- consideration of a range of policies, procedures and records kept by the nursery and
- verbal feedback from two sets of parents who were dropping off their children.

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

www.careinspectorate.wales

3. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Sarah Mutch Helen Morris
Person in charge	Emma Curtis
Registered maximum number of places	16
Age range of children	Two to three years
Opening hours	9 – 11:30 12:15 – 14:45 Monday - Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 January 2016
Dates of this inspection	22 and 23 May 2018
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?	The service is working towards providing the active offer in relation to the Welsh language.
Additional Information:	