



## Childcare Inspection Report on

**Ffrindiau Bach Trimsaran**

**Flying Start Early Years centre/ Canolfan Blant Bynyddoedd Cynnar Dechrau'n Deg  
Ysgol Gymunedol Trimsaran  
Heol Waun y Clun  
Trimsaran  
SA17 4BE**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Ffrindiau Bach Trimsaran offers sessional care to a maximum of 19 children aged between 2 and 3 years old. The service opens Monday to Friday between 9.00am-11.30pm and 12.45am-3.15pm. They registered with Care Inspectorate Wales (CIW) in October 2014. Care is provided in both Welsh and English. The service is situated within the Flying Start centre at Trimsaran Primary School. The responsible individual, on behalf of the registered provider Carmarthenshire County Council, is Hayley Davies and the person in charge is Sarah Roanna Howard.

## **Summary of our findings**

### **1. Overall assessment**

Children at Ffrindiau Bach are confident, happy and have good attachments with their carers. They particularly enjoy their free play and are supported by staff to develop their own play. They are cared for by kind, nurturing and qualified staff. The environment allows the children to independently access a wide variety of resources. Leaders ensure that the environment is safe and leadership and management is generally good.

### **2. Improvements**

The service has moved to a new purpose built building on the same site.

During the inspection period, the responsible individual forwarded a copy of the service's latest Quality of Care report.

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

We made recommendations regarding care and development, the environment and leadership and management. They have been detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children are happy at this service and are engaged in their play. They are able to make their own choices. They are confident in communicating their experiences and their choices and they feel valued and secure. Children are settled and are comfortable in the company of the staff.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children at Ffrindiau Bach Trimsaran have choice, are listened to and are able to communicate with each other and adults who care for them.

Children had a good choice of activities and were able to choose for themselves during free play, for example, we saw some children freely accessing the outdoor area whilst others decided to colour or play with play dough inside. Children had a choice during free play and the staff followed their lead. For example, a child wanted to colour and a member of staff sat with the child and assistance was at hand. During focused activities such as circle time, children also had choices. For example, children chose the songs they wanted to sing from picture prompts. During circle time, one child did not want to stand to sing one song and was able to sing whilst sitting down.

Children at this service have a good voice.

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

Children at this service are well settled, cope with separation and are happy and relaxed.

Children were engaged in their play and activities, and happily played with toys in the company of each other and staff. Children played together and were developing good relationships with other children and with staff, for example, two children approached staff for a cuddle whilst listening to a story. One child smiled proudly as they were praised for counting the fruit and another ran out to his parent at the end of the session and said 'Mammy, sticker', after receiving praise for being a good Helpwr y Dydd [Helper of the Day].

Children are very settled, happy and relaxed at this service.

### **1.3 How well do children interact?**

Children treated each other kindly and generally respected each other and the resources available to them.

Children were relaxed and communicated well on the whole with each other and with staff. Generally, children did not say please and thank you but on a minority of occasions, but when they were prompted, they did respond positively. For example, during circle time, after being prompted, all children said 'Diolch yn fawr' [Thank you] to the daily helper for being a good helper. Children were well behaved during our visit. Children helped each other and were thoughtful and some children interacted extremely well together. For example, at the end of the session when children were putting their coats on, one child pulled a sticker off before putting his hoody on and another child assisted him, without any prompting, through holding the sleeves down. One child tried to bring a trike indoors and another pointed and said 'Mas, dim tu fewn' ['Out. Not inside']. During snack time, children conversed with staff as they all sat to eat their food and spoke about what they had eaten for breakfast.

Children interact very well with others.

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

Children are interested in their play and learning and have fun indoors and outdoors.

Children were busy and engaged with their free play and adult-led activities throughout our visit and moved freely between the indoors and outdoors. We observed children enjoying adult-led activities and free play, such as playing with cars, play dough and jigsaws, mud kitchen, netball, water play and a shape matching activity. We observed children laughing and having fun, for example, two children used water from the outdoor kitchen to water the newly laid grass seeds and smiled and squealed and were evidently proud of themselves. Children were self-motivated and fully absorbed in their chosen free play, for example, we saw photographic evidence of children smiling aboard a cardboard ship acting as pirates looking for treasure.

Children very much enjoy their play.

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

Children engage in a range of age appropriate activities and their independence skills are developing.

Children had opportunities to develop their communication and social skills through the activities offered, for example, outdoors we saw children immersed in role play as they played with water near the outdoor kitchen. We saw children confidently matching colours and shapes, naming different fruits during snack and practising their fine motor skills using scissors. However, at snack time there were some missed opportunities for children to develop their independence. For example, children generally did not pour the milk and water into their cups and did not have the opportunity to spoon the yoghurt in their bowls. Food was brought to the table on plates. Children looked at laminated pictures during circle time and were able to choose and name the corresponding songs.

Children are developing although there are some missed opportunities.

## **2. Care and Development**

### **Summary**

Staff are motivated, enthusiastic and effective practitioners. They are mostly consistent in following policies and procedures to support children's development and to keep them safe and healthy. Staff have a good understanding of the children's individual needs and effectively meet these needs.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff implement a range of policies and procedures in order to keep children safe and healthy.

Most staff had attended child protection training and were aware of the procedures to follow if they had concerns about a child in their care. Staff told us that they understood their responsibilities regarding safeguarding and knew who the designated person for safeguarding was. We observed children playing outdoors frequently during our visit. The service promoted healthy snacks, which included fruit and toast. During our visit, staff ensured that all children washed their hands prior to eating food as well as after visiting the toilet. Staff placed fruit on the laminated placemats for children to eat with their fingers. During nappy changing, we saw one staff member follow the procedure outlined in the policy.

Staff effectively keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff speak with children at eye level, often repeating phrases and there is an emphasis on developing speech and language.

Staff knew the children in their care well, were very attentive and listened well. One member of staff sat with a child and had a sustained conversation about holidays. However, during snack, there were two tables for children to sit; a child sat down on a chair by one table and a member of staff said "No, sit there" and pointed to the other table without offering an explanation. During story time, we saw lovely interactions with staff bringing the story alive whilst explaining that a lobster can pinch. Staff praised children very regularly and used a mixture of different methods including the use of stickers. We heard a member of staff saying "good boy" as a young child cut paper with scissors and as the child's confidence developed, we saw them smiling and becoming more and more enthusiastic and in time another child joined them.

Staff manage interactions well.

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

Staff know the children well and meet their individual needs.

Self-directed play was enhanced as staff asked open ended questions to extend the children's understanding and experiences. Some staff also enhanced children's mathematical and literacy development effectively during circle time. Staff also repeated words and phrases often in order to expose children to new or unfamiliar vocabulary, for example, Bili Broga [Billy the Frog], llyfr mawr [big book]. Whilst outside, a member of staff encouraged children to count to ten as they put the ball through the netball hoop and also discussed the concept of small medium and large with the children as they were playing with saucepans. During circle time, staff reinforced shapes and colours whilst singing about the rainbow. Staff planned on a weekly basis for the continuous provision, enhanced provision and Core Vocab, a programme to develop children's vocabulary. Care is provided through the medium of Welsh but staff also repeated words and sentences in English to ensure that all children understood. Leaders and staff provided the 'active offer' in relation to the Welsh language. In the main, staff brought items to the table for children during snack time, for example, staff placed yoghurt in the bowls for them and although they allowed some children to place their hands on the jug to help them pour milk or water into cups, it was a task completed in the main by staff. Staff had created an under the sea corner to enhance the term's theme and included a ship made out of cardboard, treasure chest and dressing up corner. We saw children enjoying reading books about creatures that lived under the sea and enjoyed outside when the pirate ship was used in a role play situation.

Staff are efficient at promoting children's play and learning.

### **3. Environment**

#### **Summary**

Leaders ensure that the environment is safe for children. The environment allows children enough space to play indoors and outdoors and also allows for a free flow. Leaders provide suitable facilities and resources.

#### **Our findings**

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

Leaders ensure that the environment is safe, clean and secure.

We found that the premises were safe and secure. The main entrance to the centre was very secure and included an electronic lock. Visitors to the service had to sign in at the reception and then a member of staff opened the secure door into the play room. Leaders at the service ensured that visitors also signed in and out in the service's visitors' book. The service participated in the fire drills held regularly for the whole campus. However, names of children present were not included on the record. Staff had created risk assessments for the service and they were kept under review and staff ensured that safety procedures were followed and recorded details accordingly. However, although staff had recorded the fridge temperature, they had not taken action to report or investigate the higher than normal temperature. Leaders kept a matrix to track all necessary maintenance checks.

Leaders mostly ensure the safety of the environment well.

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

Children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs.

Leaders provided a child friendly and colourful environment. Staff had decorated the walls and the learning corners in a way that enhanced children's learning. There was a good variety of resources for the children to choose from. The tables and chairs were appropriate to the children's stage of development. Leaders had ensured that there was a good supply of appropriate resources in order for staff to meet the children's needs promptly, such as tissues and nappy-changing resources. The outdoor area provided children with suitable toys and equipment although this was an area that leaders had identified as an area to develop.

Leaders ensure that the environment is very suitable.



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

Leaders provide a good range of resources and equipment that are suited to the children's needs and interest.

Leaders had enhanced the children's learning with good quality and well planned displays and role play areas. The current theme was 'under the sea' and staff had created a new learning area to enhance the children's learning. The resources were of high quality and in very good condition. Leaders provided children with good quality, suitably sized furniture including sofas, table and chairs.

Leaders provide good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

The leadership at the service is effective. Leaders ensure that staff generally follow policies and procedures. The statement of purpose is comprehensive and very informative. There are good partnerships with parents and the community.

### **Our findings**

#### **4.1 How effective is leadership?**

The service is led by a proactive responsible individual, who has a good understanding of the regulations. Leaders have developed well written documentation to support the smooth running of the service and drive up good practice.

We saw that the statement of purpose sets out the overall aims and objectives of the service and gives a clear picture of the what it provides. The bilingual policies and procedure were comprehensive and regularly updated. The responsible individual regularly notified CIW of events, for example, we received a notification regarding a temporary change of a person in charge and then of a permanent change of person in charge. Documentation regarding accidents were in place and parents had signed the records. However, some confidential information relating to safeguarding was not always kept as securely as possible. Leaders had obtained the necessary information about the children in their care and this included parental consents for a number of matters such as the application of sun cream, photographs, taking children off the premises, observations and assessments.

In the main, leaders effectively follow their current policies and procedures.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders are pro-active and create a reflective culture of ongoing review and improvement, involving staff, parents and children.

Since registration, the leader had developed the environment to ensure that children had access to learning areas that promoted the Foundation Phase. Effective displays and learning areas had successfully been implemented. Leaders had been continually looking at ways of developing and during the inspection process the responsible individual forwarded a copy of the quality of care report to CIW. Leaders were continually looking to improve their service and future plans included developing the outdoor area.

Self evaluation and planning for improvement is good.

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

Leaders ensure that there is a sufficient number of qualified staff available for the children attending.

Leaders support the team through ensuring that they provide sufficient staff and evidence showed that the service was always in ratio and often exceeded the required ratios. We saw that staff adhered to the service's policies in the main and were clear about their roles and responsibilities. We sampled three staff files and found that leaders had ensured that staff had valid Disclosure and Barring Service (DBS) certificates. Some documentation relating to staff was kept in the central office. Leaders ensured that staff received regular supervisions and an annual appraisal. However, the forms needed to be amended to differentiate between the supervision and appraisal.

Leaders largely manage staff effectively.

### **4.4 How effective are partnerships?**

Staff provided verbal feedback to parents daily.

Staff enjoyed good relationships with parents, carers, Flying Start and with the school. They kept parents and carers informed about children's general wellbeing and also provided information to parents on the theme. For example, we saw that children had brought items beginning with the week's letter and colour and those were displayed near the entrance. Parents' comments were very positive in the questionnaires received. The service had good partnerships with parents, Flying Start personnel, health visitors and the school. On the day of the inspection, children and staff present at the afternoon session had been invited to the school's assembly as the head teacher was retiring and staff who had previously worked at the playgroup also attended.

Partnerships are good.

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

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

The service was notified that it was non compliant with Regulation 22 (20 (c) of The Child Minding and Day Care (Wales) Regulations (2010) as they had not kept written records of significant incidents. The service is now compliant.

### **5.2 Recommendations for improvement**

We recommended that the responsible individual ensures that;

- Staff remind children to say please and thank you;
- children's independence skills are further developed;
- staff refer high fridge temperatures promptly;
- the outdoor area is further developed;
- all confidential records are always kept in a locked cabinet;
- the names of children present during fire drills are recorded;
- copies of all relevant documentation is available in staff files;
- there's a clear difference between supervisions and annual appraisals and
- children have bowls or plates to eat fruit from instead of using the laminated table mats.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook a visit to the service on 18 July 2018 for a total of five and a half hours;
- feedback was given to the responsible individual over the phone on 20 July 2018;
- we inspected a sample of documentation and policies;
- we viewed the premises;
- we observed practice and completed observations and
- we spoke to the responsible individual, person in charge, children, parents and staff.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

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| Type of care provided  | Children's Day Care<br>Sessional Day Care  |
| Responsible Individual   | Hayley Davies  |
| Person in charge   | Sarah Roanna Howard  |
| Registered maximum number of places  | 19   |
| Age range of children  | 2-3 years old  |
| Opening hours  | 9.00am-11.30am Monday – Friday<br>12.45pm-3.15pm Monday – Friday   |
| Operating Language of the service  | Welsh  |
| Date of previous Care Inspectorate Wales inspection                            | 15 July 2015   |
| Dates of this inspection visit   | 18 July 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?                     | Yes. This is a service that 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:  |  |