

Childcare Inspection Report on

Flying Start Caerau

**Blaenllynfi Building
Grosvenor Terrace
Caerau
CF34 0RW**



Date of Publication

Friday, 26 August 2016

Description of the service

Flying Start Caerau is based in the village of Caerau, Bridgend. The service was registered in April 2016 and this is its first inspection. They provide care for a maximum of 19 children aged two to three years at any one time. .

The service is overseen by the responsible individual, Jane Weeks on behalf of Action for Children. The person in charge is Victoria Tossell, who is newly appointed. The service runs on Monday to Friday from 9am to 11.30am and 12.30pm to 3pm. The service is provided through the medium of English.

Summary of our findings

1. Overall assessment

We, the Care and Social Services Inspectorate Wales (CSSIW) found that the children are safe, happy and well cared for at Flying Start Caerau. Staff know the children very well and are able to meet their needs with ease. Children have a warm and caring relationship with their carers. Overall, the premises are stimulating and child friendly which promotes children's play, learning and development. Leadership and management is sufficient.

2. Improvements

The service has provided a copy of the quality of care review report to CSSIW since the inspection visit.

3. Requirements and recommendations

We found that leaders were unable to evidence to us that all recruitment checks had been completed to ensure the suitability of staff to work with children. Some staff files did not hold the necessary evidence.

We found that some items had been stored in the children's toilets, which posed a healthy and safety hazard.

We found that risk assessments were out of date, they were due to be reviewed in March 2016. Risk assessments must be reviewed at least annually.

We also found that some children's files did not contain permission forms for outings and photographs.

We found that opportunities were missed to further children's independence during snack time. We saw that staff served the children and gave the plates out. We also noted that staff did not follow the service's own policy as they did not wear gloves to serve snacks.

Well-being

Summary

Overall, we found that children are happy and safe at Flying Start Caerau, they are settled and they enjoy their play and learning. Children are developing good relationships with their peers and carers.

Our findings

1.1 To what extent do children have a voice?

Children communicate effectively, they have a choice and their wishes are listened to.

We saw children communicate well during circle time, they were fully involved in a story book session, asking and answering questions about the story. One child said that they did not like the toy spider and did not want to see it. Staff immediately reacted to his wishes and said that the spider 'could go to sleep in the bag'. We heard children choosing songs, such as 'Two Little Monkeys'. We saw children follow their own interests, choosing where and what to play with during free play.

Children make good choices and are listened to.

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

Children have formed positive relationships and are confident and happy in their environment.

We saw children arrive happily and settle well and immediately busied themselves with the activities on offer. Children were confident with their carers. They approached them with ease, asking them for support and for comfort. Children were happy when they received praise for their efforts, for completing tasks and activities, such as repeating some Welsh words and sitting tidily on their chairs.

Children have positive relationships and are confident.

1.3 How well do children interact?

Children interact well with each other and their carers. They are beginning to have a sense of what is right and wrong.

We saw that children interacted well together. They played nicely and were taking turns and share. We saw a child deliberately push pencils onto the floor and

immediately realise that his act was wrong. The child along with a staff member picked the pencils up and put them back on the table. The child was seen to be pleased with himself for tidying up and he was thanked for doing so.

Children interact well with each other and their carers.

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

Children enjoy their play and learning. They are animated and participate well in their learning.

We saw children fully engaged in a Super Soccer Nova session, they were thoroughly enjoying the activity with the staff. Children were seen smiling and laughing with enjoyment. However, children not wishing to join in were able to follow their own interest and play with a ball. We saw children thoroughly enjoy a focused task, where they created a model of a seaside scene using edible food which they took home at the end of the session.

Children enjoy their activities.

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

The children gain a sense of achievement. They persevere at their tasks and respond well to encouragement.

We saw that children were developing well, they counted numbers and repeated words through the medium of Welsh as well as English. Children were able to identify animals and discuss what they liked to eat. For example one child identified a duck and confidently shared with the group that ducks like to eat bread. Children independently wash their hands before snacks. Most children managed this for themselves with staff on hand to offer help if required. Children independently spread blue Philadelphia on the bagel (to create the sea) and carefully placed the fish (cereal) and palm tree (broccoli) on the bagel to create a seaside model. Most children independently ate their snacks, however, we found that opportunities were missed to further develop children's independence because staff served the children their snack and gave the plates out. Children independently helped themselves to the tissues, wiped their noses and placed the used tissues in the bin.

Children are developing well and overall their independence is promoted adequately.

Care and Development

Summary

Overall, we found that staff promote children's safety. They have a consistent approach to meeting children's individual needs and promote children's all round development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a good understanding of their roles and responsibilities in relation to safeguarding and follow the service's policies and procedures. They promote a healthy and safe lifestyle for children.

We saw that staff promoted children's safety. They supervised the children well and good hygiene procedures were in place. However, we noted that staff did not follow the service's health and safety policy as they did not wear gloves to serve the children's snacks. Staff had attended child protection training and provided appropriate responses when safeguarding scenarios were discussed. All staff had up to date first aid training certificates. They had completed records of accidents appropriately and knew what to do in an emergency. We heard staff giving safety messages to children regarding swinging on their chairs. The service followed various schemes such as Designed to Smile and Super Soccer Nova, which promoted the importance of oral health and physical exercise.

Staff generally promote children's health and safety effectively.

2.2 How well do practitioners manage interactions?

Staff are good role models; they positively interact with children and promote good behaviour.

We found that staff were good role models, promoting positive behaviour and good manners. We heard staff praising children for their efforts such as when a child tasted some fruit, we heard staff say 'good girl for trying'. Staff took part along side the children in the Super Soccer Nova session and were heard encouraging them to jump and be active. However, any children not wishing to do so were able to follow their own interest and play with the ball. Staff encouraged children to help, tidy up the pencils that had fallen on the floor. Children's behaviour was very good.

Staff manage children's behaviour well.

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

Staff provide good opportunities for child-led play which promote their development and in general addresses their individual needs.

We found that staff knew the children well. Overall, comprehensively completed children's records were in place and the service operated a keyworker system. However, some children's files did not contain permission forms for various activities, such as outings and photographs. We saw staff support children's language and social skills during activities, where they chatted about feeding the ducks or counted their fingers in English and Welsh. Plans were in place to meet children's individual needs such as educational, medical or dietary. Staff used detailed assessment and profile forms to record children needs and their progress to ensure that children's individual needs were met. One to one support was available if necessary.

Staff promote children's all round development well.

Environment

Summary

Overall, we found that children are cared for in a child friendly environment, which has a positive impact upon children's well-being. The premises are clean, safe and secure. There is a good supply of age and developmentally appropriate resources.

Our findings

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

Leaders ensure that children are cared for in a safe environment. Any health and safety risks are identified. However, we identified areas for improvement.

We found that the main door was kept locked and any visitors to the service signed the visitor's book. We saw that risk assessments had been completed, however, these had not been recently reviewed. We found that the premises were safe, however, we saw that items had been stored in the children's toilets, which potentially could be a health and safety risk. Records of fire drill practices showed that they were frequently undertaken to ensure the safety of children in the event of an emergency.

Overall leaders ensure the safety of the environment sufficiently.

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

Leaders ensure that children have access to a stimulating and suitable environment. Children have access to various play areas, which includes an enclosed outdoor play area.

We found that children have access to interesting areas of play such as a home corner, role play area, a messy play area and a book corner. There was sufficient space for children to play, rest and to have breaks or some quiet time. Leaders had arranged areas to provide sufficient opportunities for children to flourish through providing a selection of learning opportunities. For example, the resources were stored at low level to allow children to select and choose items for themselves. There was a secure outdoor play area, where children had fresh air and undertook physical play.

Leaders have created a rich environment for children to learn, rest and play.

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

Leaders ensure that children have access to good quality, clean and age appropriate resources and equipment.

We saw that children had access to a good range of toys and had use of appropriate equipment. We saw that there was a sufficient supply of tables and chairs for eating and messy play. Children had access to a selection of child size furniture, such as a small sofa and comfortable cushions. All items were clean and in good condition.

Leaders provide a good range of resources.

Leadership and Management

Summary

Overall, leaders ensure that the service is well run. There is an effective system in place to monitor the service provided. Leaders ensure that there is sufficiently experienced and qualified staff to work with the children. The leaders have effective partnerships with parents/carers and organisations alike. However, we identified areas for improvement.

Our findings

4.1 How effective is leadership?

Leaders ensure compliance with regulations and the National Minimum Standards. They are clear about the service provided and promote a positive ethos where children and staff feel valued.

We found that there was a clear statement of purpose outlining the service provided. Leaders ensured that policies and procedures were readily available to the parents/carers and they reviewed the documents regularly. The responsible individual has a strong team of qualified and experienced staff. Staff feedback was positive and they told us that they are well supported by leaders. Leaders ensured that regular team meetings take place, where staff were kept up to date with developments about the service and any child care practice issues.

Leaders have a clear vision of the service which is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders are starting to review the service. They are aware of the need to obtain the views of the children, parents/carers, staff and other professionals.

We found that a quality of care review of the service was in the process of being completed. We found that comments from parents had been obtained and were positive. Parents told us that they were happy with the service and how their children were developing. Leaders were in the process of obtaining the views of children, staff and other professionals before completing the report.

Leaders are developing systems to evaluate and improve the service.

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

Overall, the responsible individual follows a safe recruitment processes to ensure that staff are suitable to work with children. However, we found some areas for improvement. Staff receive regular supervision and appraisals and attend frequent team meetings.

We found that staff were suitably qualified and experienced. However, some staff files did not evidence that the necessary recruitment checks had been completed. We saw that the staff supervision and annual appraisals were effective with goals and action points being recorded, acted upon and monitored. Staff regularly attended relevant training courses, such as Welsh language awareness and autism training, to develop their knowledge and skills further. Staff feedback confirmed that they felt supported and valued.

Leaders are positive managers but some improvements are needed.

4.4 How effective are partnerships?

Leaders have good relationships with parents, external agencies and the community.

We found that leaders kept parents fully informed about the service's themes and events by sharing and displaying information on the notice boards. Staff took full advantage of sharing information with the parents at drop off and collection times. We saw that information sharing was relaxed and two sided. Through partnerships with various agencies, such as speech and language therapists, the health visitor and the local school, leaders supported children with their individual developmental needs. Parents were very positive about the service's partnership working with agencies and the care that their children received. Leaders had valuable links with the local community, which included visits to the village such as the shops, the library and visits from the emergency services and the nursery school teacher.

Leaders have effective partnerships.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None.

5.3 Recommendations for improvement

We found that leaders were unable to evidence that all suitability checks had been completed to ensure the suitability of staff to work with children. Some staff files did not hold the necessary evidence.

We found that some items had been stored in the children's toilets, which posed a healthy and safety hazard.

We found that risk assessments were out of date, they were due to be reviewed in March 2016. Risk assessments must be reviewed at least annually.

We also found that some children's files did not contain permission forms for outings and photographs.

We found that opportunities were missed to further children's independence during snack time. We saw that staff served the children their snack and gave the plates out. We also noted that staff did not follow the service's policy as they did not wear gloves to serve snacks.

How we undertook this inspection

- a visit was undertaken on Tuesday, 28 June 2016;
- the inspection was completed over approximately four hours by two inspectors;
- discussions with the staff, parents and children;
- observations;
- questionnaires from parents and staff;
- samples of records, policies and procedures and documents;
- premises inspection and
- analysis of information held by CSSIW.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Sessional
Registered Person(s) Responsible Individual	Jane Weekes
Person in charge	Victoria Tossell
Registered maximum number of places	19
Age range of children	2-3 years
Opening hours	9:00-11:30am and 12:30-3:00pm
Operating Language of the service	English
Date of previous CSSIW inspection	N/A – first inspection
Dates of this inspection visit(s)	28 June 2016
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	The provider is working towards providing the 'Active Offer' in relation to the Welsh Language.
Additional Information:	