



Childcare Inspection Report on

Fenton Flying Start

**Fenton CP School
Portfield
Haverfordwest
SA61 1BZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

02/10/2019

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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

Fenton Flying Start was registered in June 2015 and is run by Pembrokeshire County Council. The playgroup is held in a portacabin in the grounds of Fenton Primary School in Haverfordwest and is open Monday to Friday from 9:00am until 11:30am and 12:15pm until 2:45pm. The service provides care for up to 20 children aged two to three years in each session. Jennifer Thomas is the person in charge, who manages the service on a day to day basis. Joanne Andrews, the head teacher, is the responsible individual who oversees the service on behalf of the local authority. Care is provided mainly through the English language with frequent incidental Welsh.

Summary

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

1. Overall assessment

Children thoroughly enjoy their play and learning and are developing well. They actively make choices about their care and play and they experience warm and nurturing relationships with staff. Staff are very experienced and well trained and they listen to and respect children's views. The environment is resourced to a good standard and play areas are very inviting inside and outside. There is strong leadership and management and a very happy and motivated staff team. The service works closely with parents and professionals in health and education to identify and address each child's needs, so that they are as ready as possible for the next stages of learning and development.

2. Improvements

Leaders have acted on the recommendations made during the last inspection. We saw a written induction procedure for new staff and volunteers and records of regular staff supervision and meetings. The service has developed links with community services to support families. In addition, all staff have achieved a level 3 award in childcare and development and two staff have achieved an advanced playwork qualification.

3. Requirements and recommendations

We (CIW) made three recommendations which are summarised in section 5.2.

1. Well-being

Excellent

Summary

Children are developing very well because their individual needs, preferences and feelings are highly valued, enabling them to flourish and meet their full potential. They interact extremely well and have positive relationships with other children and staff. Children are very happy; they have lots of fun in their play and eagerly participate in a wide range of exciting activities that support their learning. They have excellent opportunities to make decisions about play and activities and develop independence skills.

Our findings

All children contribute ideas and make decisions about how they spend their time at the service. They move freely around the wide range of activities, indoors and outdoors; and their play is mostly self-directed. We heard children discuss their preferences with staff who encouraged them to make their own choices about what to do, the songs to sing and the story they wanted to hear. We saw children who were pre-verbal use visual aids such as pictures and objects to express their feelings and choices. Children have a very strong voice and communicate their needs and wishes confidently.

Children experience very warm relationships with each other and staff. They quickly become very familiar with their surroundings and routines as they attend regularly and know what to expect. Nearly all the children arrived happily at the service; they greeted others with smiles and quickly settled into their chosen activities. Children readily approached staff for assistance or comfort and they received responsive attention. Children feel a sense of belonging because items are labelled with their names and photos and their work is displayed in the playroom. We saw children smile at the photos and point to themselves and other children and say their names. Children feel very safe, happy and valued.

Children are learning to co-operate and they play together well. We heard children saying 'please' and 'thank you' without being prompted and saw them laughing, hugging and sharing resources. A child passed bells around and encouraged others to shake them; children took turns to build a tower of blocks and to lift items out of a 'song bag'; they wheeled each other around in toys outside. Children engaged enthusiastically in routines; for example they sat quietly and waited for staff to choose who would be next to wash their hands for snack and tidied toys away to a familiar song between activities. Children respond very well to praise and are keen to receive stickers for cooperative and kind behaviour such as sharing, tidying up, sitting and listening. Children interact extremely well with their friends and with staff.

Children enjoy free play as well as exciting and structured adult-led activities indoors and outdoors. They engaged in their activities for a good length of time for their age and stage of development. They smiled and nodded when we asked if they enjoyed coming to the playgroup and showed us their favourite books, toys and activities. Children were really

excited to see what character they would pull out from the song bag; they squealed with delight when they saw each item and they fervently sang the corresponding songs and did the actions. Children thoroughly enjoy their play and learning.

Children become increasingly independent because they have many opportunities to explore, develop and learn. Children brush their teeth, wash their hands and dress with minimal prompting or support. They receive encouragement to serve their own food and pour drinks during snack time. Children communicated confidently through speech, gestures or pointing to picture prompts. They joined in eagerly with familiar responses, phrases and actions. Welsh is used throughout the sessions and children are beginning to understand and use the language; for example we heard children use Welsh words for colours and numbers and they sang in Welsh with enthusiasm. Children make very good progress and develop skills in line with their individual targets.

2. Care and Development

Excellent

Summary

Staff are fully trained, caring and attentive; they have a thorough knowledge of their responsibilities to keep children safe and promote good health. Staff listen to children's views and respond effectively to promote children's individual needs. They consistently manage interactions in a very positive way, with a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff know the children well and are committed to providing an excellent range of appropriate activities to encourage children to learn and develop.

Our findings

Staff are well trained and consistent in following policies and procedures to promote children's health and safety. All staff have at least a level 3 qualification in child care and receive regular updates in core training for first aid, food hygiene and child protection. They are able to recognise signs of abuse and are clear about the procedures for reporting concerns about a child. Staff are working towards the Healthy and Sustainable Pre-school Scheme award which promotes health improvement measures for children. The snack menu, which is displayed for children and parents, shows all food provided is healthy and nutritious. There are effective measures to identify any child with allergies or dietary needs, which are prominently displayed in the kitchen. We saw excellent hygiene practices. Staff clean the tables before and after snack with anti-bacterial spray. They prompt children to wash their hands before eating and after going to the toilet; they promote good oral health as children clean their teeth as part of the 'Designed to Smile' programme.

Staff treat children with respect and value them as individuals. They are aware of the age, stage of development and any personal experiences, which might affect children's feelings and behaviour. Staff are very good role models; we heard them always say 'please' and 'thank you'; they listened to the children and were relaxed and calm. We heard lots of praise and encouragement such as 'excellent', 'well done!', 'thank you for sharing', 'good helping' and 'good listening'. Staff are nurturing and consistent in their approach and set clear boundaries for children to follow. They managed minor behaviour and sharing disputes exceptionally well. We saw them support children to resolve issues and they knelt at the children's level, made good eye contact and spoke calmly and clearly so that children understood what was expected in playgroup. Staff used routine phrases, songs and tone of voice very successfully to gain attention and cooperation. They were effective in encouraging children to sit together for routines such as snack time and greeting time, in order to prepare them for more formal education.

Staff promote children's play, learning and all round development effectively. They support children to develop language, creative, physical, emotional and co-ordination skills through games, songs, stories and activities. For example, staff promoted children's social and

language skills by encouraging them to talk about their families, feelings and what they had enjoyed doing that day. Keyworkers monitor and record children's progress in meeting developmental targets. They know the needs of individual children and plan appropriate, exciting activities, to ensure that all children can engage, have fun and learn. We saw that all staff encouraged and facilitated children's independence and celebrated every success. We heard staff introduce Welsh words and phrases into the sessions. Staff are also skilled in other communication methods such as sign language and picture references. We saw that staff monitored children's expressions and body language to ensure that they were happy and settled. Children learn about the world and different cultures through books, food, toys, activities and celebrations such as Saints' Days, Diwali and Chinese New Year. Staff encourage children to use the outdoor play area whenever possible for physical exercise and to talk about nature; discuss weather and listen to different sounds. Staff value the uniqueness of the children, effectively meet their individual needs; and promote their development extremely well.

3. Environment

Good

Summary

Children experience a wide variety of play and learning opportunities because leaders create an inviting and stimulating environment indoors and outdoors. The environment is safe, secure and well maintained indoors and outdoors. Leaders ensure that risks and hazards are identified and minimised or eliminated to ensure children's safety. The premises are easily accessible and very suitable for the needs and age range of the children. Resources and equipment are good quality and enrich children's all round learning and development.

Our findings

Leaders ensure that children are very safe at the playgroup. There is a key fob system and secure boundaries to outside play areas; staff supervise the arrival and collection of children safely with staff stationed on the door; visitors must show proof of identity and sign in and out; staff undertake daily safety checks of the outdoor play area and the playroom. Infection control is managed effectively and the person in charge uses the Public Health Wales audit document to ensure the service is up to date with current guidance. For example, children use paper towels to dry their hands and staff who are rostered to prepare food do not undertake toilet duties. All the necessary safety records and maintenance checks were up to date. Safety inspections for heating, fire alarm and electrical systems are carried out by the school. Portable appliances had stickers to evidence annual testing. Leaders had not obtained a copy of the electrical system check for the playgroup file, as these records are held in the school office. Leaders consistently reviewed risk assessments and accidents records and we saw they had acted on any issues identified. Fire drills are carried out regularly.

Leaders ensure highly suitable premises, which are child friendly, very stimulating and promote the Foundation Phase of learning. The playroom was bright and airy with space for a wide range of activities as well as areas for children to relax. The play areas were well set out for children, with resources within easy reach to encourage choice and independence. A washable floor surface and low level sink allows for messy play on one side of the room; a home corner encourages role play and a reading area with settee and cushions provides an area for comfort and reflection. There is age appropriate furniture and equipment; including child sized chairs and tables; low-level storage units and toilets. We saw an action plan to purchase smaller jugs to further promote children's independence at snack time. Children have direct access to the good sized outdoor area, which has a lawn, large slide, mud kitchen and an area for children to use sit in cars, ride bikes and scooters. There are two children's toilets but only one wash hand basin and we saw that this caused a few delays during the day.

Leaders provide a welcoming and rich environment with a wide variety of good quality resources that stimulates children's curiosity and supports their learning and development.

This included low cost items made from recycled materials to raise children's awareness of environmental issues and everyday items. We heard the Welsh language promoted throughout the day and we saw bilingual posters and signs. We saw that they celebrated various cultural events and festivals throughout the year and they had toys and books to promote diversity and a multi-cultural society. Leaders had effective systems for staff to check toys and equipment regularly and to assess the play areas and identify any maintenance issues. We saw that toys, resources and equipment were very clean, good quality and in very good condition. Children's photos and art work is displayed throughout the playroom with their names, which gives them a sense of belonging to the service.

4. Leadership and Management

Good

Summary

Leaders have a clear vision for the service and communicate this well. They work hard to provide a high quality service for children and their families. Leaders promote staff development through regular meetings, training and supervision. Records and documentation are well organised, regularly reviewed and updated to promote safe practices. Leaders have effective methods for monitoring and improving the quality of the service and involve children, families, staff and other professionals in this.

Our findings

The responsible individual and person in charge invest much time to ensure the service aims are implemented effectively by the team. There is a clear statement of purpose that provides an accurate description of the service and what it sets out to provide. The policies and procedures have a strong emphasis on putting children first and promoting family life. We noted that the complaints procedure did not include details of 'concurrent investigations' which are complaints that might need to be investigated by others and we brought this the leaders' attention. We saw that children and staff were very comfortable with both the responsible individual and the person in charge and they approached them both readily. There is a training plan to identify the developmental needs of the team and a matrix to ensure that essential training is planned well in advance. The records and documents we looked at were very detailed and well maintained. Leaders are effective and provide a good quality service.

Self-evaluation processes are consistent and effective. As many children are pre-verbal, staff gain their views about activities through recording what they enjoy doing and how they react. We saw all staff using picture choice and feelings cards with children. Staff continually evaluated activities and changed them to meet the children's learning needs and preferences. This ensured that children were safe, remained engaged and developmental targets were met. Staff told us that leaders meet with the team weekly to discuss children's progress and evaluate what has gone well, what can be improved and how. Leaders highlight matters they wish to prioritise in ongoing service improvement plans, which feed into the annual review of the quality of care. We saw that the annual reviews identify the strengths of the service as well as future plans and they include feedback from children, staff, families and professionals.

Staff are deployed effectively and are clear about their responsibilities. Staff ratios always exceed the national minimum standard of 1 staff to 4 children and 1:1 support is available for children with additional needs. The person in charge joined in with activities to support team working and to model good practice. Leaders follow safe recruitment processes and ensure staff records contain all the required information. Records showed that staff receive updates in essential training, regular supervision meetings with the person in charge and an annual

appraisal carried out by the responsible individual. Team members had also attended additional training including Welsh Awareness, Language Enrichment and Advanced Playwork. Staff said that they 'loved' their work and they felt valued because they were listened to, involved in planning activities and encouraged to develop their skills and interests. Leaders manage staff and resources effectively.

Leaders and staff have excellent relationships with parents and with other professionals, which greatly benefits children. Before children start at the playgroup, staff arrange intake meetings to get to know each child's needs, preferences and routines. Parents attend for stay and play sessions to help their children settle and to learn what they can do at home to support their child's 'learning journey'. There is effective communication with parents through daily chats, records, notice board and newsletters. Parents said they value the service highly because it helps prepare their children for school and they described the service as 'brilliant', 'fantastic' and 'amazing'. Leaders have developed good links in the community such as library groups and emergency services. There are excellent links with the school, which supports easier transitions for the children. Staff regularly liaise with other professionals including health visitors, advisory teachers, speech and language therapists and educational psychologists to provide the support each child needs. Partnerships are effective and successful.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Provide an additional wash basin in the children's toilet to meet National Minimum Standard 22.18;
- in the Complaints Procedure – add the process for concurrent investigations; and
- obtain from the school, a copy of the latest test on the electrical system for the health and safety file.

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. It was undertaken by one inspector, who arrived as the morning playgroup session began and stayed for both sessions. Nine children attended in the morning and 10 in the afternoon. Feedback was given to the person in charge at the end of the inspection.

- We spoke to children, four parents, the four staff on duty, the person in charge, the responsible individual and a social inclusion officer;
- we observed children and staff in the playroom and outside;
- we observed children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we observed a weekly information sharing meeting between the staff team and a nursery teacher;
- we inspected the premises; and
- we looked at a sample of records, documentation and policies.

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	Joanne Andrews
Person in charge	Jennifer Thomas
Registered maximum number of places	20
Age range of children	2 – 3 years
Opening hours	9am – 11.30am and 12.15pm -2.45pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 December 2016
Dates of this inspection visit	02 October 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 is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort in promoting the use of the Welsh language and culture. We saw a good range of bi-lingual posters, books and materials and we heard staff incorporate Welsh language and songs into every activity with children. We saw that staff have access to Welsh Language training to improve their skills.
Additional Information:	

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