



Childcare Inspection Report on

High Flyers

**Dafen CP School
Lon Yr Ysgol
Llanelli
SA14 8LL**



Date Inspection Completed

07/02/2020

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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

High Flyers provides sessional care for a maximum of 10 children. They operate from a self-contained building on the grounds of Dafen CP School, Llanelli. The hours of operation are 8.50am to 11.20am and 12.20pm to 2.50pm Monday to Friday. The responsible individual is Miranda Williams and the person in charge is Ffion Bourne. The service is funded to offer flying start places. The service offers the 'Active Offer' with regard to the Welsh language.

Summary

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

1. Overall assessment

We found children attending High flyers are happy and enthused by their learning experience. They are cared for by nurturing and consistent staff who are committed to meeting their individual needs. The children are happy and evidently enjoy their time here. Leaders ensure children are cared for in a safe environment with a range of interesting areas and resources to enhance their play and learning. Parents and carers are happy with their children's progress and the service provided.

2. Improvements

The registered individual has met the recommendations noted in the last inspection report in relation to leadership and management and health and safety.

3. Requirements and recommendations

We made recommendations in relation to leadership and management. These can be found at the back of the report.

1. Well-being

Good

Summary

Children at High flyers are listened to and are able to make choices. They are happy, secure, settled and enjoy the opportunities available to them. They interact confidently with each other and with familiar adults.

Our findings

On arrival, children confidently chose from a range of activities available to them and moved confidently from one activity to the next. For example, a child played with small world animals on the carpet before moving away from the carpet to the role play area and returning to the carpeted area wearing a fireman's helmet. Whilst completing a cooking activity, children chose what coloured icing and decorations they wanted to put on their biscuit. Children assertively asked for more milk at snack time and told staff when they had enough to eat and drink. During circle time children chose the songs they wanted to sing and beamed with happiness when their choice of song was sung.

Children arrived at the service happily and they were happy and relaxed during our visit. They made requests to staff and were confident they would be reacted to positively. For example, children asked to play with small world animals and to play in a trough of compost whilst outside. Children's requests were reacted to positively each time by staff. They chatted happily at snack time discussing their pet dogs and how they no longer required a dummy.

Children were co-operative and well behaved. Older children interacted well with other children and staff members. Younger children happily played alongside each other or joined in with other's play as they wished. Outside, children played alongside each other in the sand trough, sharing resources. Children gave staff cuddles unprompted and sat in their laps when looking at books and at story time. They waved enthusiastically to their friends who were picked up from the service before them.

Children enjoyed their outdoor play, jumping up and down in anticipation. They played for a significant amount of time filling containers in the sand trough. One child shrieked with delight as they came down the slide repeatedly. During circle time, children animatedly joined in with Welsh action songs and during story time they enthusiastically re-enacted the story using puppets. Children proudly showed staff their decorated biscuits before consuming them heartily.

On arrival, children independently hung their coats and bags on low level pegs. They self-registered by placing their photograph on a train, indicating what activities they wanted to help with. For example, handing out paper towels for teeth cleaning. Children independently washed their hands before snack time and helped pour their own water or milk. Children cleaned their own teeth, with one child handing out tissues to the other children. Children

placed used paper towels in the appropriate bin. They tidied up at various times and attempted to put on their own coats and zip their coats up with a little assistance from staff.

2. Care and Development

Good

Summary

Staff are committed to providing stimulating and varied activities for children. They consistently meet children's needs because they know them well and are motivated and enthusiastic in their day to day routine.

Our findings

Staff knew that safeguarding children was high priority and had an excellent understanding of dealing with concerns or disclosures when given scenarios. Staff had first aid training and clear procedures were in place to deal with any incidents. Parents and staff had signed accident and incident logs. Staff ensured children washed their hands before snack and cooking activities. The service promoted healthy eating by providing fruit for children at snack time and water or milk to drink. Staff ensured that outside physical activity was an important part of the session, whatever the weather. The staff also ensured children participated in dance and yoga sessions.

Staff praised children for good behaviour and responded to children who wanted a cuddle or reassurance. They reacted positively to non-verbal cues such as a child lifting their arms up indicating they wanted to be picked up. Staff were attentive to children's needs, for example, asking children, who were potty training, if they needed to use the toilet. Staff modelled good behaviour speaking kindly to each other and to the children throughout the session, adhering to their behaviour policy.

Staff had a good knowledge of the children in their care as they could describe the children's individual likes, dislikes, needs and abilities. Staff gathered information about the children in their care prior to them starting at the service and used the foundation phase profile to track children's development. Activities were planned around a theme or book with input from children and staff. They followed the correct procedures in relation to children with additional needs providing extra support as needed. Staff gave parents and carers verbal feedback at the end of each session on activities undertaken, snacks eaten and nappy changes. They provided contact books for parents who were unable to attend the service frequently, enabling the parents to know what activities their children had done, what they had eaten and if they had their nappy changed.

3. Environment

Good

Summary

The service is bright, colourful and well decorated. Children freely access a good range of toys, equipment, resources and child sized furniture. Leaders perform regular maintenance checks and ensure the environment is safe and suitable for children.

Our findings

Children were cared for in a safe, clean and secure building. The room was clean, tidy and well maintained. Toys are cleaned regularly and broken toys are thrown away and replaced. The door to the service was kept locked and uninvited guests were not able to enter without supervision. A visitors' book was in place and actively used to record visitors to the service. Maintenance records showed that fire and smoke alarms were tested annually as well as the heating system. Electrical appliances had been PAT tested. Staff and children performed regular fire drills and accurate records kept. Comprehensive risk assessments for both indoors and outdoors were carried out and risks were identified and eliminated as far as possible.

The room had been organised to provide all areas of the foundation phase with areas for children to play in different ways such as a craft area, a reading corner with comfortable beanbags and a role play kitchen. Toys and resources were stored in storage units that were accessible to the children and were labelled with pictures. The children had access to small toilets and sinks. The outdoor area was enclosed and had an array of play opportunities. Children had access to ride on toys, balance toys, slide, sand trough, and small world play. Children were able to access the outside area in all weather conditions as they had a canopy that provided shelter from the rain and sun.

A good range of toys and resources were available to the children such as creative materials, sensory materials, role play toys and small world play, which were age appropriate. Children had access to cultural and equal opportunity toys which children accessed daily whilst other resources were used when looking at a particular theme or story such as Chinese New Year. The toys and resources were of good quality and of good condition.

4. Leadership and Management

Good

Summary

Leaders have developed systems and checks to ensure the smooth running of the service and there are systems in place for reviewing the quality of care they provide. Leaders have developed good partnerships with parents.

Our findings

The service had a detailed statement of purpose in place, that was a true reflection of the service provided. However, CIW (Care Inspectorate Wales) had not been informed of the change of person in charge. Policies and procedures were in place and these were reviewed regularly and implemented effectively by staff in their daily practice. For example, staff followed the methods outlined in the service's behaviour management policy throughout our visit. New policies included preventing radicalisation, asthma, mobile phone, and smart watches use policy.

Leaders reviewed the service annually and produced a report. They analysed the feedback from parents and children in each area and were eager to improve their service. Feedback from parental and children's questionnaires were very positive. For example, "I like how approachable the staff are and how friendly and loving they are to the children."

Staff files showed that nearly all relevant documents were in place and that all necessary checks had been carried out. However, one staff file did not contain staff references or a photograph of the staff. This was remedied whilst the inspection was carried out. Staff were suitably qualified. Annual appraisals and regular supervisions were carried out on staff and training needs and targets identified for development. Staff had received additional training; national teeth cleaning programme, special needs, risk assessment and sustained, sharing, thinking, and emotional wellbeing.

Parents and carers spoke very positively about the service. They were happy with the information received prior to their child starting at the service as well as information received about their child's progress. Parents commented that they were particularly happy that their children's speech and language development as well as the staff helping with toilet training their children. The staff passed information to the feeder schools on a termly basis regarding children moving on to the schools.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement Recommendations for improvement

We recommend that;

- staff references are kept in staff files;
- staff photographs are kept in staff files; and
- that CIW) are informed of significant changes to the service such as change of person in charge.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Feedback was given at a later date.

- One inspector undertook a visit to the service on the 7 February lasting 3 and a half hours.
- We inspected a sample of documents and policies including staff files, children's files, training records, accident and incident logs and planning records.
- We observed children using the SOFI 2 (short observational framework for inspections) tool to capture evidence of children's engagement and the care provided by staff.
- We spoke to the registered individual, children, parents, carers and staff.

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

www.careinspectorate.wales

7. About the service

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| Type of care provided | Children's Day Care Sessional Day Care |
| Responsible Individual | Miranda Williams |
| Person in charge | Ffion Bourne |
| Registered maximum number of places | 10 |
| Age range of children | 2-3 years |
| Opening hours | 8.50am-11.20am and 12.20pm-2.50pm Monday to Friday |
| Operating Language of the service | Welsh and English |
| Date of previous Care Inspectorate Wales inspection | 28 March 2017 |
| Dates of this inspection visit(s) | 07 February 2020 |
| Is this a Flying Start service? | Yes |
| Is early years education for three and four year olds provided at the service? | Yes |
| 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: | |

Date Published 26/03/2020