



# Childcare Inspection Report on

**Flying Start Garth**

**Garth Primary School  
Mission Road  
Maesteg  
CF34 0ND**



**Date Inspection Completed**

15/01/2020

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Garth Flying Start was registered in September 2016 and can care for up to 12 children per session. The service is funded by Flying Start and cares for children aged between two and three years of age. The responsible individual is Rowena Lee and the person in charge is Tracy Wright. The service runs between 9am to 11.30am and 12.30pm to 3pm, Monday to Friday, 42 weeks a year. The main language spoken is English with incidental Welsh used.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Excellent
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Good

### 1. Overall assessment

Garth Flying Start is a welcoming service where children are happy, confident and fully engaged in a good range of play experiences. They make some choices about their play, are listened to and their views are respected. Children experience warm and nurturing relationships with staff. Staff know the children in their care very well, are genuinely interested in their views and wellbeing and tailor support to meet their individual needs. They promote children's care and development excellently with effective procedures in place. There is strong leadership and management and a very happy and motivated staff team. The environment is resourced to a good standard and play areas are inviting inside and outside.

### 2. Improvements

Recommendations from the previous inspection have been fully met as the responsible individual has:

- Confirmed that a disclaimer has been added to staff files to show that two references have been sought for each staff member as part of the recruitment process, so that it was clear to anyone viewing the files that these checks have been undertaken;
- included the side garden in the risk assessment of the premises;
- ensured fresh aprons are put on in between children's nappy changes; and
- amended the service's behaviour policy and child protection policy to reflect changes and ensure that the contact details are accurate.

Additionally, since the last inspection the service has:

- Developed the outdoor play area to include a gardening area.

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

Following the inspection some recommendations have been made at the end of the report.

# 1. Well-being

Good

## Summary

Children are happy and contented. They experience warm and caring relationships and have a good choice of opportunities to play and learn. They have a voice and express themselves well. They receive a meaningful response and interaction from staff. Their interests are highly valued. Children develop and become independent well; they are learning to interact and to cooperate with each other and staff purposefully.

## Our findings

Children have opportunities to engage in free and planned play activities and are enjoying their play experiences. They experimented when engaged in using large markers to dab onto their picture. One child sang “*Dab dab dab*” as he splodged his marker onto his picture using different colours. Staff assisted the children as necessary and spoke about the colours they used naming them bilingually which the children repeated. Other children created shapes out of ‘play dough’ rolling and cutting them. They are very proud of their creations laughing and smiling as they told staff what they had made. We heard them say, “*Look a wiggly worm*” and “*I’ve rolled a sausage*”.

Many children spent a considerable amount of time being inspired in role play in the pretend home/kitchen area. They acted out different characters for example, cooks. They wore a chef’s hat acting the part with happiness, preparing foods that they served to each other. They played with toys and resources that were put out ready for them, mainly enjoying playing with a fire station, bus and Small World characters. Some children accessed reading books taking them staff to be read for them and others played with dolls. They thoroughly and whole heartedly enjoyed singing songs. The sensory outdoor play gave children the opportunity to experience nature, the weather, new challenges to climb, build with large plastic blocks, enjoy free space to run around, play with mud in the mud kitchen and plant in the garden area.

Children clearly expressed a sense of security and belonging and feel safe, happy and highly valued due to positive relationships and bonds of affection. Most children are familiar with the routine with the exception of children newly attending. However, all children are very settled and arrived smiling and happy. They confidently hung their coat and bag on their individual peg, looked for their photo to stick onto the board to show that they were present. They approached practitioners with ease, chatting away confidently to them, showing affection through approaching them for cuddles and including them in their play.

Children’s interactions are positive, age appropriate and purposeful. They are learning how to cope with emotions, share, take turns and play with their peers. One child was being helpful handing coats out to her peer group. Children have good opportunities to develop their independence and self-help skills of which they are accomplishing very well. Opportunities enable them to ‘have a go’ For example, they put on their own coats and followed self-care routines such as hand washing, toileting and tooth-brushing and peeled a banana

independently. They also, despite occasionally getting wet, attempted to drink water from a beaker and attempted to pour a drink for themselves. They were happy to access toys independently and follow their own interests.

## **2. Care and Development**

**Excellent**

### **Summary**

Staff are very well qualified in childcare, caring and attentive; they have a thorough knowledge of their responsibilities to keep children safe and promote good health. They listen to children's views and respond effectively to promote children's care and development. 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. They are committed to providing a range of appropriate activities to encourage children to learn through play and are actively involved in assessing each child's individual needs and preferences.

### **Our findings**

Staff are very dedicated and committed. They work together exceptionally well as a strong team. They know the ethos of the service very well and understand and implement the policies and procedures with confidence that in turn ensured children are kept safe and healthy. For example, settling in procedures. They are suitably qualified, utilising their knowledge to promote the best outcomes and well-being for children in their care. They understand their responsibilities with regard to safeguarding children and have attended 'Safeguarding' and 'Prevent Duty' training. They practice and make parents aware of General Data Protection Regulation.

Excellent attention is given to the promotion of healthy lifestyles; the service has achieved the Gold Standard Healthy Snack Award and are working towards phase three of the Healthy and Sustainable Pre School Award. Children are actively involved in learning about healthy eating as they used innovative methods of promoting healthy lifestyles. For example, Chinese New Year where children tasted different foods. Children are also involved in cooking and on occasions a specialist cook has attended and involved children in learning and making foods. Photographs evidenced them making pizza which they had much fun doing. Staff also involve children in growing plants for example, strawberries, vegetables and herbs, then eating them making it fun for all involved.

Daily routines ensure cross infection is minimised these included: table wiping, wearing of aprons and/or gloves when necessary, hand washing and cleaning routines, recording of fridge temperatures and cleaning of toys and equipment. Staff recognise and have a clear understanding of children's food allergies and/or medical conditions and consistently followed clear procedures. All practitioners are trained in paediatric first aid. Children brush their teeth as part of the Designed to Smile dental hygiene initiative. Additionally, their daily routines ensured that children have lots of fresh air and exercise through both indoor and outdoor play.

The staff's management of behaviour is excellent. They understand each child's preferences and/or additional needs. For example, giving children extra help and/or support so that they could get the most out of their learning. They used positive behaviour methods to gently remind children to be kind and share. They sat at the children's level and give each child time



to talk about their feelings. They also give praise to children at every opportunity encouraging positive behaviour. They use sanctions that are developmentally appropriate, and respect individual children's level of understanding and maturity. All practitioners are very dedicated, committed, kind and caring. They are excellent role models leading by example, being calm, responsive and encouraging. Children respected them and followed their lead.

Overall, staff are very dedicated and committed, working together exceptionally well as a strong team so as to promote children's play, learning and development. Their planning, tracking, reviewing and monitoring systems for each child's developmental progress are excellent. They take responsive, purposeful and timely action to support all children in their care. They specifically focus on each child's particular interests, skills and achievements. This method encouraged children to achieve to their full potential. They have a genuine rapport with children, enabling them to become confident and active learners and treat each child as a full and equal person enabling children to feel included and highly valued.

Regular reviews of children's progress are carried out, with support systems that meet the needs of each child without affecting their learning and integration. There is also excellent quality support for children with additional needs as they make effective use of professionals in consultation with the child's parents. They involve the family as a whole in communications enabling all to feel included.

### **3. Environment**

**Good**

#### **Summary**

Staff provide a suitable, child friendly environment for children. A very good variety of play and learning opportunities indoors and outdoors stimulate children's curiosity and interests. Children's safety is ensured through identifying risks and hazards and minimising or eliminating them. Resources and furniture are of very good quality and suitable for the needs and age range of the children.

#### **Our findings**

Leaders promote children's safety both indoors and outdoors and take precautions to prevent accidents. The environment is safe and secure. A keypad system provides access to the main entrance and internal doors within the building. Externally, a fence and gate secure the play area and staff supervised children during outdoor play. Registers detailed the arrival and departure time for staff, visitors and children on the premises.

Comprehensive risk assessments identify and eliminate possible hazards to children. For example, the outdoor play area surface holds water. This has been identified as a potential hazard with a plan of action in place to ensure it is made safe, functional and orderly. A methodical 'Health and Safety' file presents documents of all tests undertaken on the premises to include heating, and electrical tests, safe keeping of chemicals, fire drills and evacuation procedures to name but a few. Public liability insurance is in place.

The play space, toys, resources and equipment ensure children can experience play opportunities and develop their learning through play. The premises provide a warm, inspiring and welcoming atmosphere where children and parents can establish a sense of belonging. Children move easily between the indoor and outside play areas. The outdoor area is of a suitable size for the number of children cared for. The environment is well maintained, child focused and brightly decorated with children's own work. An information board for parents is visible in the foyer. The layout, across one level, allows children to access all areas regardless of their needs and abilities. An office is available for confidential conversations.

We saw that children have access to a good variety of furniture that are suitable to their needs. There is a very good range of toys and learning resources. However, indoors only selected toys and resources were available for children to play with as many resources, toys and equipment were stored out of sight in a cupboard.

Outdoor children expressed themselves physically, developing an awareness of space and how to share that space with others. They created role play areas and had a gardening area where they learnt about planting seeds and flowers and learnt about nature.

They were also taken on regular outings into the community. Good cultural awareness was promoted through books, dolls and activities relating to cultural events throughout the year.

Daily and weekly cleaning and checking of toys and resources ensured their general suitability and cleanliness.

## **4. Leadership and Management**

**Good**

### **Summary**

Leaders have an innovated vision for the service that they share effectively with their team. Leaders are committed to monitoring and improving the service with a strong culture of continuous professional development. There are very open, professional and effective partnerships in place with parents, the school, external professionals and wider community. Leaders manage the service very well. Leaders comply with the relevant regulations and national minimum standards. Leaders are clear about their responsibilities and are focused on engaging staff to provide the best outcomes for children. They provide regular, valuable support to staff.

### **Our findings**

Leaders had an informative statement of purpose. However, some information requires to be added to meet the regulations. Leaders and staff met regularly with parents to talk about the service provision and their children's progress. There is a comprehensive and methodically kept range of policies and procedures, which they had regularly reviewed and updated. For example, the safeguarding policy now included information on the 'Prevent Duty' and prevention of radicalisation. Leaders maintained the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance records. The standard of record keeping sampled was good, well organised and easily accessible.

Leaders take pride and enthusiasm in evaluation of their service and plan for improvement as they have developed a comprehensive self-evaluation system. This included acting upon feedback from parents, as well as identifying areas for improvement. For example, they had purchased both indoor and outdoor resources to develop play opportunities to include gardening equipment. A Quality of Care report is available for parents and service users.

Leaders are organised in the management of the service. They follow an effective recruitment process and promote the development of staff through regular training opportunities. Staff confirmed this saying that they felt highly valued and motivated to give of their best. Staff confirmed that they received supervision and an annual appraisal. They said that they are very passionate about sharing good practice as their ideas, suggestions and personal development goals were taken seriously, listened to and acted upon at every given opportunity. Leaders had ensured that staff files contained all the recruitment information required by regulation.

Leaders have very open and professional relationships with the parents and external agencies. They took pride in the sharing of any relevant information that promoted good practice working in partnership with each other to include health visitors, speech and language therapists and the school. We viewed parental and carer feedback which was very complimentary as 100% stated that their child was settled there, happy, developed well and

praised staff for their support. Parents and carers, we spoke to stated, *“My child is very happy and settled”*, *“staff are so wonderful”*, and *“my child can’t wait to come here every morning”*. Many Thank you messages complimented the staff on their child’s care. Children’s questionnaires showed smiley faces illustrating their happiness there. In addition, staff invite parents in to discuss their child’s development on a regular basis and use a social media site to keep them updated.

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

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

None

### **5.2 Recommendations for improvement**

Following this inspection, the following recommendations were made:

- To ensure that children are made aware of what toys and resources are available so as to enable more choice and encourage children's curiosity and
- add information to the statement of purpose in line with regulations

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

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one unannounced visit on 15 January 2020 for a period of approximately seven hours. One inspector provided feedback to the responsible individual and person in charge on the day of inspection.

During the visit we:

- Observed practice and the care provided by staff;
- read some children's and parent returned questionnaires;
- spoke to the responsible individual, person in charge, staff, some parents and children;
- looked at a range of records including the statement of purpose, policies and procedures, accident and incident records and
- carried out an inspection of the rooms and outdoor area used by the service.

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

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

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Rowena Lee
Person in charge	Tracy Wright
Registered maximum number of places	12
Age range of children	2-3 years
Opening hours	9am–11:30am and 12:30pm – 3:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 April 2017
Dates of this inspection visit	15 January 2020
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 service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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