



# Childcare Inspection Report on

**Flying Start Dysgwyr Bach Childcare Centre**

**Capel Crescent  
Pillgwenlly  
Newport  
NP20 2FT**



**Date Inspection Completed**

05/02/2020

**Welsh Government © Crown copyright 2020.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk) You must reproduce our material accurately and not use it in a misleading context.*

<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

Newport City Council is registered with Care Inspectorate Wales to provide care for 48 children under 12 years of age at Flying Start Dysgwyr Bach Childcare Centre. They operate a sessional day care service for children aged between two and three years and a crèche facility for parents attending classes at the centre. The group operates as part of Newport City Council's Flying Start initiative providing playgroup sessions for children referred by their health visitor or living within targeted areas of Newport.

The operational hours are Monday to Friday 9:00am to 11:30am and 12:15pm to 2:45pm during term time. The main operating language of the service is English with incidental Welsh promoted throughout the sessions.

## Summary

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

### 1. Overall assessment

Children enjoy and learn from a very good range of interesting activities and experiences and are settled and relaxed in their surroundings. Practitioners have good knowledge about the children's needs and provide nurturing, supportive care. The service is well supported by the provider. Good relationships with other professionals and agencies are fostered and practitioner's own professional development is promoted to ensure good working practices are sustained. There is a very good ratio of practitioners to children and this ensures that children's needs are consistently well met. The environment is welcoming, attractive and well-resourced both inside and outdoors.

### 2. Improvements

Recommendations from the previous inspection have been addressed;

- daily registers accurately record each child's times of arrival and departure;
- children's independence at snack time is promoted and
- assessments of children are dated to show when children achieve their outcomes.

### 3. Requirements and recommendations

There were no non-compliance issues identified at this inspection. Some recommendations have been made regarding the environment and leadership and management and these are discussed within the report and identified in section 5.2.

## 1. Well-being

Excellent

### Summary

Children enjoy a diverse range of interesting and stimulating opportunities. They are very well settled and content and show clear satisfaction in their play. Children form positive and warm relationships with practitioners and are learning the social skills to develop friendships with their peers and gain independence skills.

### Our findings

Children make their own decisions about how they spend their time at the service and are able to direct their own play. They are confident to initiate games and ask for support from staff when needed. We saw children confidently move between the inside and outside play spaces as and when they wanted. Children and practitioners engage in friendly, supportive conversations and it was clear that practitioners listen to children and that their views are considered at all times.

Children value their time at the service and parents told us that children enjoy their play, returning home happy. Children wear wellies and waterproofs so that they can easily move between the inside and outside play areas and soon learn and feel confident knowing the routines of the setting. Children develop very good relationships with their carers. Most children who are familiar with the service enthusiastically choose songs and join in singing during circle time which indicates a level of contentment and satisfaction.

Children were learning social skills and developing friendships. We saw children sitting on the floor playing co-operatively building a train track and they were open to new children settling besides them and joining in with their play. Children soon become clear about how they are expected to interact with others and value the calm, supportive atmosphere. Children who find the transition into the setting more difficult are given the support to ensure they settle and benefit from the experience.

Children choose from an extensive and varied range of activities which are stimulating and interesting. We saw children take advantage of the table top activities on offer, craft activities, construction and small world play. Lots of children also loved playing in the outside area clambering over climbing apparatus or joining in with a forest school session. As children are suitable clothed for wet weather, the PIC explained to us that only the severest weather prevented children's accessing the very well-resourced outdoor play area. One parent told us that their child absolutely loved helping with the settings pet tortoise and always came home excited to tell them news about 'Tod the tortoise'.

Children carry out tasks and are helpful to each other. They are supported to access and clear away resources and increasingly develop skills to enable them to help themselves to food and drinks during 'rolling snack'. Most children are learning to use the toilet facilities and wash their hands and are appropriately supported to develop these skills.

## **2. Care and Development**

**Excellent**

### **Summary**

There are very effective procedures and strategies in place which practitioners understand and implement to ensure children are kept safe and healthy. Practitioners manage and support children very well and they have the skills and training to promote children's individual learning and developmental needs.

### **Our findings**

There is a wide range of appropriate health and safety procedures in place to ensure the well-being of children. Most members of staff have completed first aid, food hygiene and safeguarding training. Our discussions with the responsible individual and practitioners confirm they have the experience and knowledge to deal with any safeguarding concerns. Understanding and implementation of child protection procedures are a strength of the service. All accidents, incidents, medication and pre-existing injuries are well-recorded, monitored carefully and responded to appropriately. Welsh Government nutritional guidelines are referred to and we saw that healthy eating is strongly encouraged. We saw children are encouraged to brush their teeth and access to water throughout the sessions ensures they remain hydrated. Health, safety and hygiene procedures are well implemented in order to prevent and control cross infection. A key worker system is in place and practitioners we spoke with had a good understanding of their key working responsibilities.

There is a behaviour management policy in place which practitioners follow to provide consistent care and guidance to children. We noted that ratios of practitioners to children exceeded the National Minimum Standards and they positioned themselves very well throughout the setting so that children could be properly supported. Most staff are experienced and have a good understanding of child development and how this impacts on children's behaviour. They act as positive role models and are respectful, courteous and kind to each other and to children. We heard them promoting positive behaviour by giving children praise and encouragement.

Responsive and nurturing care is provided to the children from a team which values children's backgrounds and encourages them to express their individuality. Children are encouraged to develop curiosity about their own and other people's lives and beliefs and cultural events are celebrated. These include Chinese New Year, Eid al-Fitr, St Valentine's Day and other themes which reflect the lives and experiences of children attending. Children are assessed and these observations feed into planning around their individual needs. As many of the children attending have English as a second language practitioners are highly sensitive to the need for good communication. Leaders have been trained in Sustained Shared Thinking and Emotional Well-being (SSTEW) and this has been cascaded down to staff. A practitioner has been identified and trained in ALN (Additional Learning Needs) and ensures children with additional health/educational needs have appropriate care plans developed with health professionals and parents and that practitioners are given up to date information and appropriate training.

### **3. Environment**

**Good**

#### **Summary**

The setting is maintained to a very good standard and good oversight of the service ensures children play and learn within a safe environment. The setting is suitable to promote the all-round development of children. Resources and equipment supporting play and learning are plentiful and well maintained. Creche facilities are appropriate for the children attending but storage and play within this limited space needs to be closely monitored.

#### **Our findings**

Leaders are clear about their responsibilities to maintain a safe environment for children and the building is well maintained with all required safety checks in place. We saw daily checklists which are used to monitor the safety of the building. Risk assessments are in place and regularly updated and reviewed to identify any emerging hazards. Good attention is given to maintaining appropriate supervision levels of children and records showed that the ratio of staff to children usually exceeds the requirements of the National Minimum Standards. A register of children is kept and records their times of arrival and departure. All visitors sign in and out of the premises, which has security entrance pads throughout the building, which ensures there are no unauthorised people enter the setting. Fire drills are carried out and recorded at least termly. Additional information would strengthen these records. The PIC explained that fire drills are undertaken with new staff/children/parents to the setting. Reverse evacuation procedures are also in place.

The premises provide a rich environment for children to enjoy their play and learning. The room used by children is very spacious and well planned. There is a suitable number of accessible toilets, hand basins and nappy changing stations available for the children. Children have direct access to a large secure outdoor play area which includes a mud kitchen, climbing frame, slides and a forest school area. Practitioners are very mindful to ensure that they are constantly checking the outside space for any risks or hazards to children. Practitioners have been trained in The Infant/Toddler Environment Rating Scale (ITERS) and each has a responsibility to ensure that particular play areas meet these standards and are enriching and extend children's play. When speaking with practitioners it was clear that they had a very good understanding of delivering this, for example setting up block play within construction or ensuring diversity is promoted within the resources and the setting and challenges stereotyping. The service also operates a crèche one morning and one afternoon each week for parents attending, for example, nurturing programmes. Up to eight children are able to attend at any one session. As space is limited both storage and the use of pushchairs needs to be thoughtfully considered within this room.

Children have access to resources which promote curiosity including every-day items which are natural and recyclable. Practitioners have been trained to deliver risky and loose parts play. All the equipment is sturdy, of high quality, easily accessed and suitable for the age and stage of development of the children.



## 4. Leadership and Management

Good

### Summary

Leaders and managers of the service are experienced, motivated and well qualified. They have a sense of purpose that promotes and sustains improvements and good outcomes for children. All the required policies and procedures are in place and the service complies with the relevant regulations.

### Our findings

The service has a clear management structure that supports practitioners and promotes good working practices so that the service operates smoothly. Leaders provide a clear picture to parents of the service provided. The statement of purpose clearly outlines how the service operates although detail regarding CCTV needs to be added. Policies and procedures are clear, reviewed annually and cascaded down to practitioners so that they are kept updated. Children's contracts, daily records and risk assessments are well maintained.

The setting has effective systems in place to evaluate the service so that it can plan for continuous improvement. In discussing the service with leaders we were more than confident that constant evaluations of activities is undertaken by practitioners with input from children. Children, parents, and practitioners are frequently consulted and we saw parent feedback demonstrating a high level of satisfaction with the service. Their information is written up into an annual report and actions identified to improve the service.

Leaders implement an effective system for managing staff and define roles and responsibilities very clearly. We looked at two practitioners files which evidenced that pre-employment and safety checks are completed and that practitioners are given appropriate induction and supervision. Practitioners are pleased and feel well supported by the induction, training, team meetings and daily support they receive.

Practitioners work closely with parents to ensure that children's needs are met and communication with parents is well maintained informally through daily discussions, and formally through termly parent consultation sessions. Parents are encouraged to dress their child in wellies and waterproofs at the start of each session and help them wash their hands. It was explained to us that this helps parents get to know the routines but also to become familiar with the setting and the practitioners. We heard practitioners discussing children with their parents at drop off and pick-up. Emphasis on home links support the flow of learning between the service and children's home life. For example, we saw parents attend a forest school session with their child and another attend a parent and communication session where staff support parents in developing methods of play and communication with their children. Practitioners work closely with parents, health and educational professionals to ensure that information about individual children is kept updated and promotes their health and development. Information is shared with local schools when children transition into formal education.

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

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

None

### **5.2 Recommendations for improvement**

- Streamline staff training matrix and keep information up to date;
- optimise space within the creche through reviewing storage and use of pushchairs within this area;
- update statement of purpose to include CCTV information for parents and
- record evacuation times and exits used within fire drill records.

## 6. How we undertook this inspection

This was a full inspection of the service as part of our normal schedule of inspections. It was conducted by one inspector over a period of three days covering three sessions, with the first visit being unannounced. Evidence for the information held within this report was gathered via:

- Discussion with the Responsible Individual/persons in charge and practitioners;
- observations of care practices, interactions between practitioners and children and of the activities undertaken;
- a visual check of the premises;
- a review of two staff files and two child's files;
- reading a selection of daily records, policies and procedures;
- reading documentation held by CIW;
- speaking with three parents;
- reading the service's own children's and parent consultations and
- feedback was provided to the RI and PICs at the end of the third visit.

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
-----------------------	---

<b>Responsible Individual</b>	<b>Michelle Ball</b>
<b>Person in charge</b>	<b>Michelle Simmonds Selena Keenan Deborah Lander Rebecca Bills</b>
<b>Registered maximum number of places</b>	<b>48</b>
<b>Age range of children</b>	<b>Two to three years</b>
<b>Opening hours</b>	<b>Monday to Friday 9:00am to 11:30am and 12:15pm to 2:45pm</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>09 February 2016</b>
<b>Dates of this inspection visit(s)</b>	<b>30 and 31 January and 05 February 2020</b>
<b>Is this a Flying Start service?</b>	<b>Yes</b>
<b>Is early year's education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services.</b>
<b>Additional Information: None</b>	

**Date Published 04/08/2020**

No noncompliance records found in Open status.