



# Childcare Inspection Report on

**Graig Y Rhacca Flying Start**

**Flying Start Centre  
Addison Way  
Graig-y-Rhacca  
Caerphilly  
CF83 8WW**



**Date Inspection Completed**

10/12/2019

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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

Graig y Rhacca is situated in Caerphilly County Borough Council. It offers care for a maximum of 20 children aged between two and three years old. Two sessions per day are offered. The morning sessions run from 9:00am to 11:30am and the afternoon sessions operate from 12:15pm to 2:45pm. The service is open Monday to Friday during school term time. The responsible individuals are Helen Morris and Sarah Mutch. The person in charge of the service is Angela Parodi. The service operates primarily through the medium of English but Welsh is also used.

## Summary

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

### 1. Overall assessment

Children are very settled and happy at this service. They can be confident that their individual needs and preferences are well supported. Staff are caring and positive and they work effectively as a team to support children successfully. The environment is very welcoming, spacious, safe and well-resourced to meet children's play and development needs. Leadership at the service is excellent and there are strong partnerships with parents and other professionals.

### 2. Improvements

The service had made improvements to the environment

### 3. Requirements and recommendations

None noted

# 1. Well-being

**Good**

## **Summary**

Children feel very safe, happy and valued. They are confident that they will be listened to and they really enjoy their play. They have good opportunities to develop their individual skills and some opportunities to develop their independence.

## **Our findings**

Children have a strong voice at this service. They made frequent choices, they were able to follow their own interests and their individual needs and preferences were well supported. For example, children were asked if they wanted to go outside to play whilst some eagerly participated others chose to stay indoors. Children chose what they wanted to play with from the resources available and chose from different foods for snacks. Children feel very secure at the service. There was a very flexible settling-in policy in routine and children were well supported to settle, attending for shorter periods of the session where needed. Children who needed comfort items were able to keep those with them for as long as was needed and their comfort and happiness was paramount. Children form very positive bonds with staff. They happily approached them to share their toys and news and to tell staff if they were not happy about something. Children really enjoy their play. They were really engaged in their chosen play and with adult-led activities. For example, children engaged well during circle time activities and singing. They had smiles when joining in with action songs. Children develop their individual skills well and they have some opportunities to develop their independence. For example, children's communication skills were developing well through singing, lots of talking about their play and taking part in focused speech and language activities where necessary. They had opportunities to practise their gross motor skills through participating in action songs and building and they had opportunities to develop their fine motor skills through sensory play and manipulating play dough. Children had some opportunities to develop their independence. For example, they put their own paper towels in the bin when they had washed their hands. However, they often had significant support from staff to do things that they could learn to complete themselves, such as putting their coats on and pouring their drinks.

## 2. Care and Development

Good

### Summary

Staff are kind and positive. They work together effectively to meet children's needs well. They give children individual attention and good support, particularly where additional needs are identified. Staff implement good systems of observation to support children's development and they follow procedures well to keep children safe and healthy.

### Our findings

Staff effectively keep children safe and healthy. They followed good hygiene procedures when providing food and supervising tooth brushing. They implemented the Designed to Smile scheme and the Healthy and Sustainable Pre-schools scheme. There were robust procedures in place for children who had specific medical needs and all staff had current paediatric first aid training. Staff had undergone safeguarding training and there were clear procedures in place should there be a concern in relation to child protection. Staff provided children with healthy snacks, such as fruit and vegetables and they ensured that they had access to drinking water throughout the day. Children had regular access to outdoor play. Staff supervised the children very well throughout the day.

Staff manage children's behaviour positively. They praised children regularly, saying for example, "da iawn" (well done), "good waiting" and "good listening". They gave children reminders about sharing and using 'kind hands'. On a rare occasion when there was unwanted behaviour, we saw staff crouching to the child's level and speaking clearly to them about being kind to their friends.

Staff meet children's needs very effectively. There were effective processes in place to ensure that staff were able to meet children's individual needs, including additional needs. The staff knew the children's needs and preferences very well. They observed children carefully and tracked their progress, identifying where additional support was needed. They worked closely with professionals such as health visitors and speech and language therapists to ensure that children's needs were fully met. Staff had completed additional training to enable them to support children well, such as Eiklan speech and language training.

Staff support children's development appropriately. There was clear and detailed planning in place. Singing was a prominent feature of this service which could support children in their language development and which they enjoyed enormously. Some staff used Welsh very frequently and naturally in their practice and others used some incidental Welsh vocabulary and sang Welsh songs with the children.

### **3. Environment**

**Good**

#### **Summary**

Leaders provide a very suitable environment which meets children's needs well. It is well-resourced and designed to support children's independence. The environment is spacious, welcoming and very safe.

#### **Our findings**

Leaders ensure that the environment is very safe. There were detailed risk assessments in place and these were reviewed regularly. The premises were very secure and there was a safe system for entry to the service. Leaders ensured that a record was kept of visitors.

Leaders provide a spacious environment with all the facilities that children need. There was plentiful space for the children to move around freely to play and there were stimulating areas of learning established. The environment was well-maintained, airy and bright.

Resources and equipment are of good quality. There was sturdy, suitably-sized wooden tables and chairs and children could easily access the resources available as they were stored at their level. Children could access the toilets independently and there were picture prompts available to support them to use the toilet and wash their hands as independently as possible. Leaders provided a wide range of resources to children which included 'real-life' items and sensory resources. For example, there were some plastic items in the role-play area but also real food packets and real food items. They provided a range of 'junk' for children to build with in the construction area as well as a variety of construction resources. There were sensory items to explore such as dried pasta, leaves and feathers as well as handmade play-dough. Children accessed the outdoor environment often. The space provided them with plentiful play opportunities.

## **4. Leadership and Management**

**Excellent**

### **Summary**

Leadership and management of the service is extremely effective. There is an excellent working relationship between leaders and staff. Leaders are enthusiastic and devoted to making improvements and offering an excellent service. Partnership working is a particular strength of the service. Leaders work very effectively with parents and with other professionals to meet children's needs. Leaders review the service appropriately.

### **Our findings**

Leadership of the service is excellent. The responsible individuals worked closely with the person in charge. They had developed an informative statement of purpose, as well as a range of child-centred policies. There was a good system in place to ensure that policies were regularly reviewed.

Self-evaluation and planning for improvement is good. Leaders reviewed the service and considered parents' and children's' views as part of their reviews. Reports had been produced in response to parents' and children's' views along with the services views and targets for the future. Staff views were also highly valued and there were regular staff meetings where staff could voice their views and contribute ideas.

Leaders manage staff effectively. We checked a sample of staff files and found that they contain all of the relevant documentation in relation to safe staff recruitment was in place. Leaders ensured that there were always at least the minimum number of required staff looking after the children. They ensured that staff updated their necessary training in a timely manner and that they had opportunities to attend additional, relevant training. There was an effective system in place for induction, supervision and appraisal of staff.

Leaders form strong excellent partnerships with parents and other agencies to improve outcomes for children. We spoke to a number of parents who were very complimentary about the service, particularly how well staff communicated with them and how well their children were supported. Leaders were able to give examples of the positive approach of parental engagement, which has in turn improved communication, and engagement with whole families and local communities. Leaders and staff worked closely with professionals such as Flying Start professionals, health visitors, speech and language therapists and advisory teachers, in order to meet the needs of all children. Leaders had also continued to develop their partnership with the school in which is based close by.



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

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

None

**5.2 Recommendations for improvement**

None noted

## 6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 10 December 2019

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, parents, the person in charge, staff and visiting professionals; and
- provided feedback to the Person in Charge on the day of the inspection.

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	Childrens Day Care Sessional Day Care
Responsible Individual	Sarah Mutch Helen Morris
Person in charge	Angela Parodi
Registered maximum number of places	20
Age range of children	2-3 years
Opening hours	Morning 9-11:30 Afternoon 12:15-14:45
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	
Dates of this inspection visit(s)	10 December 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 to promoting the use of the Welsh language and culture.
Additional Information:	

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