



# Childcare Inspection Report on

**Flying Start Phillipstown**

**Flying Start Demountable  
Phillipstown Primary School  
Cefn Rhychdir Road  
Phillipstown  
NP24 6XE**



**Date Inspection Completed**

29/01/2020

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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

Flying Start Phillipstown is registered with Care Inspectorate Wales (CIW) to provide sessional care for up to 12 children. Care is provided 09:00 – 11:30 and 12:30 – 3:00, weekdays during term time. The service operates from a demountable building within the grounds of Phillipstown Primary School. Two Responsible Individuals (RIs) have been appointed to oversee the service, and a suitably qualified Person in Charge (PIC) manages the service on a day to day basis. This is an English language service

## 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>	Good

### 1. Overall assessment

Children are happy and settled at the service. They have warm and affectionate relationships with staff. Children access a good range of activities that appeal to their interests and support their all round development. Staff are well qualified and have a good understanding of child development. They attend all required training and are enthusiastic about their roles. The environment is well maintained and stimulating for children. The arrangement of resources, at low level, promotes children's independence. Leadership is effective and the service runs smoothly on a daily basis.

### 2. Improvements

Since the previous inspection, new resources have been purchased and staff have undertaken further training to support their practice.

### 3. Requirements and recommendations

We did not identify any areas of non compliance during this inspection. We made good practice recommendations which are summarised in section 5.

# 1. Well-being

**Good**

## **Summary**

Children are happy and settled at the service. They have formed good bonds with staff and are beginning to develop friendships with their peers. Children have plenty of opportunities to follow their own interests through free choice play and their independence is promoted. Routines are well established and children's achievements are celebrated.

## **Our findings**

Children have a strong voice. They are confident to communicate because they know they will be listened to. Children happily approach staff to ask for help or just to chat. Younger children seek attention from familiar adults who recognise and respond to their needs. There are plenty of resources that can be accessed independently by children. This allows them to follow their own interests and make choices about activities they want to take part in. Children make appropriate choices because they are very familiar and comfortable in their environment and know what is available to them.

Children feel happy and valued. Their work and photographs are displayed around the room, demonstrating that their efforts are valued. Children are relaxed and happy at the service. Routines are firmly embedded and children know what to expect. This helps to create a sense of security.

Children interact well and are forming good relationships with staff and their peers. We observed children playing happily together or alongside each other, depending on their age and stage of development. Children are beginning to understand the expectations of behaviour. When two children had a minor disagreement, they responded well to staff intervention and support.

Children enjoy their time at the service. They demonstrate their enjoyment through lots of smiles and laughter. Their learning is mostly child led and they are able to take part in activities that interest them. There are opportunities for children to be physically active and enjoy outdoor play. They are able to take appropriate risks in a safe environment.

Children develop well and acquire suitable independence skills. During snack time we saw children serving themselves and pouring their own drinks. Many are able to put their own coats and shoes on and they access toilets with appropriate levels of support from staff.

## **2. Care and Development**

**Good**

### **Summary**

The staff group work very well together. Care is responsive and tailored to the individual needs of children. They give warm and sensitive support and have consistent and realistic expectations of children. Effective systems ensure that safeguarding and the health and safety of children is prioritised.

### **Our findings**

There are good systems in place to ensure that children are kept safe and healthy. Staff attend all required training such as paediatric first aid, safeguarding and food hygiene. Medication forms are available and include all necessary details. Accident and incident records were of the usual nature for the age and developmental stages of the children and gave no cause for concern. They are monitored to establish any trends and patterns. Fire evacuation drills are carried out regularly and records are kept. Children are served a healthy snack menu and drinking water is available throughout the day.

Interactions are well managed by staff. The service has a behaviour management policy which promotes positive behaviour management strategies. We saw that this was consistently implemented by staff. During our visits, there was a happy and relaxed atmosphere. When reminders were needed, staff did this in a calm and sympathetic manner. Children respond well to requests from staff and follow instructions well. We noted that staff were good role models, treating children and each other with respect. Expectations of behaviour are consistent and we heard lots of praise for positive behaviours such as good manners and sharing.

Staff are motivated, well qualified and keen to effectively promote children's development. They communicate with each other and are aware of their individual roles in delivering nurturing, responsive care. Children's personal needs are attended to promptly and they are treated with respect. Children's development is monitored and assessed in order to plan for the next steps in their learning. Activity planning is well organised and allows practitioners to add new ideas/activities based on children's interests and development. Most children are confident to express their needs and all attempts at communication are valued by staff. Some Welsh signage is displayed, but we heard very little incidental Welsh spoken to encourage children's recognition and use of the language.

### **3. Environment**

**Good**

#### **Summary**

The services operates from a self contained demountable building. The service has its own enclosed outside area, but this is not currently in use due to works required. At present the school yard is used instead for outdoor play. Children are cared for in a clean, bright and stimulating environment. Hazards are identified and where possible eliminated. Playrooms are well organised and provide children with opportunities to develop independence and choice. Resources are plentiful and of good quality.

#### **Our findings**

Leaders ensure that the premises are safe and comply with the National Minimum Standards for Regulated Childcare. Staff are aware of their responsibilities in relation to the safety and welfare of children and adhere to the service policies. Entrance is gained through a locked door and visitors are required to sign in. We noted that visitors' identification was checked. Risk assessments are in place, but they are not specific to the service. We noted that staff positioned themselves well throughout the setting. This helped to ensure that they could monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needed. We heard lots of communication between staff and they worked well together.

Leaders ensure that the environment is warm, welcoming and stimulating for children. We saw that the rooms were arranged in a way that allowed children to move freely between activities. Resources are stored at low level, allowing children to access them freely. The premises benefits from good natural light and there is space for confidential conversations between staff or with parents to take place within the building. Children have access to the school yard for outdoor play, but would benefit from the setting's enclosed outside area being developed to provide further outdoor play and learning opportunities. Relevant information is displayed on a notice board in the entrance area including the registration certificate, setting policies and useful contact numbers.

Leaders ensure that children have access to a wide range of good quality, developmentally appropriate play and learning resources. Furniture is of good quality, well maintained and is appropriate to the age of the children. Real-life items and recyclable materials are used to promote environmental awareness. The service has some multicultural resources as well as those which reflect the wider society and promote equality.

## 4. Leadership and Management

**Good**

### **Summary**

Leadership and management of the service is good. The PiC was fully engaged in the inspection process. Partnerships with parents and the wider community are effective and serve the best interests of the children and their families. The staff team are well qualified and motivated to promote positive outcomes for children.

### **Our findings**

The day to day running of the service is effective and it runs smoothly. There is a clear statement of purpose that accurately reflects what the service offers. This allows parents to make an informed decision about its suitability for their child. The staff team is well established and consistent. Leaders ensure that required training is updated in a timely manner. Suitable policies and procedures are in place and reviewed annually. Children's contracts we examined were complete and necessary parental consent was evident.

There are suitable systems in place for the self evaluation and improvement of the service. The Self Assessment of Service Statement (SASS) has been completed and submitted. A comprehensive quality of care report has been produced and draws upon the views of parents. There is a complaints policy in place should parents want to make a complaint.

Roles and responsibilities are well-defined and staff are effectively deployed. Staff work positively as a team and support one another to ensure that the day runs smoothly. Staff are appraised annually and are in regular communication with their managers. Supervision is also carried out in line with requirements. Staff files contain evidence of effective recruitment and monitoring.

There are well-established partnerships with parents, other agencies and the wider community. Information is shared with parents through verbal feedback, parent days, Facebook page and a notice board. The PiC told us the service has good links with the school onsite to make the transition as smooth as possible.



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

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

None

### **5.2 Recommendations for improvement**

We discussed the following good practice recommendations with the PiC;

- Undertake specific risk assessments for the service;
- increase the use of Welsh, and
- develop the outside area to provide further play and learning opportunities for children.

## 5. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector made two visits to the service, the first was unannounced. As part of the inspection we;

- Observed care practice;
- made a visual check of the premises both inside and outside;
- considered information available to CIW prior to the inspection;
- interacted with children;
- spoke with staff;
- took account of feedback provided by staff and parents in CIW questionnaires, and
- looked at a range of documentation.

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

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

## 6. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Helen Morris Sarah Mutch
Person in charge	Sian Tarrant
Registered maximum number of places	12
Age range of children	2 to 4 years
Opening hours	09:00 – 11:30 and 12:30 – 15:00 weekdays during term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 February 2016
Dates of this inspection visits	28 and 29 January 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 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government’s “More Than Just words” strategic guidance for Welsh language in social care.
Additional Information:	None

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