



Inspection Report

Fochriw Flying Start

**Flying Start Family Centre
Pontllottyn Road
Fochriw
Bargoed
CF81 9LL**



Date Inspection Completed

13/07/2021

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About Fochriw Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Caerphilly Flying Start
Registered places	12
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 11 February 2016
Is this a Flying Start service?	Yes
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 intends to become a bilingual service.

<u>Well-being</u>	No Rating Required
<u>Care and Development</u>	No Rating Required
<u>Environment</u>	No Rating Required
<u>Leadership and Management</u>	No Rating Required

For further information on ratings, please see the end of this report

Summary

This is an inspection undertaken during the Covid-19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children are happy, settled and have warm and supportive relationships with the staff. They very much enjoy the range of play opportunities available to them and show interest and enthusiasm in their play. They are able to make choices and their likes and preferences considered in relation to play activities.

Staff have a good understanding of their roles and responsibilities in relation to children's health and safety, ensuring that children's welfare is paramount. There are effective in supporting children's social behaviour and engage with children in a positive manner. Promotion of children's play and learning is good. There is effective planning to support children's development and regular recording of children's progress.

The environment is suitable and safe for children. There is sufficient indoor and outdoor space available for children to play in comfort and for them to explore freely. Health and safety checks are effectively organised with clear risk assessments.

Leadership of the service is effective. There are consistent record keeping system to support the smooth running of the service and a system for regular reviews of policies and procedures. There are detailed quality assurance processes in place to ensure best outcomes for parents and children who use the service.

Children are able to make choices and encouraged to speak up and make their wishes known. Their preferences, likes and dislikes are considered and they have consistent opportunities to make decisions regarding their play and learning. Children have a part to play in the activity planning process and this is achieved a number of ways, for example, conversations with staff and via staff observations of children during sessions.

Children are happy, settled and secure at the service. They cope well with separation from their parents, and have positive attachments with staff who care for them. They happily approach staff to speak to them and enjoy staff joining in play activities. They know the routines of the setting and show signs of developing friendships with their peers. They happily sit together at circle time, and show a willingness to play alongside other children and chat together.

Children are beginning to manage their behaviour, with guidance and support from staff. They interact well together and co-operate, share and consider the needs of others. They also show good manners and kindness towards others. We saw examples of this, with children sharing resources and taking turns with gentle support from staff.

Children show considerable enjoyment in their play and learning. They are able to play for a good amount of time, in line with their age and stage of development. They engage in a good range of free play activities, as well as organised adult led activities. We observed children laughing, smiling and enjoying their time, both outdoors and in the playroom. They are confident children, able to explore their environment freely and make decisions about what they want to do. They are able to sit and listen during adult led activities, such as circle time and are self-assured enough to join in conversations.

Children are developing their all-round skills and have opportunities to do things for themselves. They are happy to play independently and enjoy trying new things. They like the opportunity for pretend play in the home corner and physical activities to promote their skills. They enjoy selecting toys and resources without assistance from staff and are willing to persevere in order to achieve a task.

Care and Development

No Rating Required

Staff keep children safe and healthy. They show good awareness and understanding of their roles and responsibilities in relation to children's health and safety. They have up to date safeguarding training and recognise their role in identifying concerns and acting appropriately to ensure the welfare of children. They implement the policies and procedures of the service in relation to accidents, incidents and recording existing injuries effectively and maintain records to a good standard. The service implements best practice in relation to healthy eating and participates in schemes to improve outcomes for children in relation to their health. There is a system to record children's specific dietary needs and requirements and this information shared between staff. There is effective implementation of infection control measures and procedures have been adapted to take into account current guidance in relation to the COVID pandemic. Health and safety procedures are effective in relation to fire evacuation drills and there is appropriate recording keeping systems in relation to this activity.

Staff interact well with children. They work in line with the services' behaviour management policy and support children's behaviour effectively. The behaviour management policy sets out age appropriate strategies for dealing with unwanted behaviour and staff understand these strategies and implement them when necessary. Staff are good role models and show respect towards each other and children in their care. This fosters a calm and nurturing atmosphere, which children respond too well. Staff frequently acknowledge children's achievements and readily praise them, building their confidence and self-esteem as a result.

Staff promote and encourage children's play and learning in a purposeful way and there is consistent practice in supporting children's development and individual needs. There is effective use of incidental Welsh through songs and basic words and phrases so children become familiar with the language before moving on to formal education. There is a good balance in child –led and adult-led activities throughout the session, with the emphasis on child directed play. This means that children can follow their interests and explore their environment independently, with staff at hand to support them if required. Staff use circle time at the end of the session to give children time to sit, chat and reflect about the day before going home. Activity planning is flexible, informed by children's interests and is evaluated by staff to ensure its effectiveness. In addition, there is regular and consistent monitoring and reviewing of children's development and progress to plan for their next steps.

Environment

No Rating Required

People who run the service ensure that children are cared for in a safe, clean and secure environment that is suitable for their needs. The premises are secure with appropriate safety procedures in place. There is a well-organised health and safety filing system, with checks completed by the service and the Local Authority. Staff undertake daily visual risk assessments of the service, supported by detailed written risk assessments. They understand their role in relation to health and safety, and there is increased cleaning to reflect current advice in relation to the pandemic. Staff check the temperature of the playroom, although there is no system for recording these checks. Safety checks are completed regularly and there are good record keeping systems in place for this.

The premises are suitable for the age of children who attend the service. The outdoor play area provides sufficient space for play activities. Staff have worked hard to make this area child friendly, interesting and stimulating, with different areas for quieter and more active play activities. Children can move freely between the indoor and outdoor area. The playroom offers sufficient space for children to explore and the layout and design promotes children's independence, with easy access to toys and resources.

People who run the service ensure that children have access to a suitable range of quality resources and equipment to meet their needs. Resources available are age appropriate, both indoors and outside. These are available in sufficient quantities for the number of children that attend the service. Resources available promote children's curiosity. Larger outdoor equipment promotes children's physical development, and there is a space for messy play. Furniture is of good quality and there are sufficient numbers of child-sized chairs and tables to allow children to play and eat together in comfort.

Leadership and Management

No Rating Required

People who run the service comply with regulations and have comprehensive policies and procedures to support the effective running of the service. There is a clear statement of purpose offering an accurate picture of the service. This means that parents can make an informed decision about its suitability for their child. There are effective record keeping systems and processes and regular reviews of key documents.

Opportunities for improvement are effective. There is a strong quality assurance process which identifies strengths of the service, as well as areas for development and improvement. This process involves consultation with parents, children, staff and stakeholders in order to achieve best outcomes for children. The annual review of quality of care report outlines key improvements and changes made to the service. In tandem with this is a Setting Improvement Plan, a working document outlining areas for action and target setting. There are frequent consultations with parents throughout the year and termly parent questionnaires provide continuous feedback on the effectiveness of the service.

People who run the service support staff effectively. There is a system for formal supervision and appraisal of staff, giving them the opportunity to discuss their practice and areas for development and improvement. Disclosure and Barring Service checks are up to date and staff are well qualified. Alongside core training, they have opportunities to develop their skills and knowledge through attendance on a variety of courses. Staff have dedicated roles within the service and there is a key worker system in operation. There is a system for management of staff absences in an emergency so that there is no impact on the quality of care given. Team meetings are held regularly, giving staff the opportunity to discuss practice matters and the running of the service.

Partnerships with parents and stakeholders are good. Parental feedback is regularly encouraged and prior to the pandemic parents were welcomed into the setting for weekly rhyme time sessions. Due to the pandemic, these events have been postponed but staff send home activity song packs so that links are maintained. Parents are complimentary about the service and appreciate the work of the staff team in providing good quality care. The service has regular links with the local authority Advisory Teacher and maintain links with relevant external agencies, sharing information where required so that individual children receive the support they need. The service maintains contact with the local school to ensure the smooth transfer of children to formal education and each child has a transition book they take with them when they leave the service.

Recommendations to meet with the National Minimum Standards

R1. Develop record keeping in relation to room temperature checks.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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