



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Bettws Flying Start Playgroup**

**Bettws Primary School  
Heol Bradford  
Bettws  
CF32 8TG**



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## **Description of the service**

Bettws Flying Start was registered in June 2011. The service provides care for a maximum of 18 children aged two to three years. The service operates from a self contained building within the grounds of Bettws Primary School in Bridgend. The service is overseen by the responsible individual, Jane Weeks. The new person in charge on a day to day basis is Victoria David. The service operates Monday to Friday from 9:00am to 11:30am and 12:30pm to 3:00pm. The service is an English language provision, however, promotes the Welsh language throughout the sessions.

## **Summary of our findings**

### **1. Overall assessment**

Children at the service are happy and settled, they enjoy a wide range of play and learning opportunities. Children have warm and caring relationship with the staff who provide them with child centred experiences. Staffing ratios exceed the national minimum standards to ensure that children receive one to one attention. Staff are nurturing, consistent, knowledgeable and there is very good teamwork. The environment is safe, secure and well maintained. Children have free access to a wide range of good quality toys, materials and equipment to encourage them to play, explore and learn. The service is well run and leadership is sufficient. However, some areas require improvement.

### **2. Improvements**

During the course of inspection the provider has:

- updated the statement of purpose and
- updated the safeguarding policy and made staff aware of the radicalisation and prevent duty.

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

We recommend that the provider should:

- provide more free flow indoor and outdoor opportunities;
- ensure that all risk assessments are fully completed;
- provide a valid heating test certificate;
- provide further opportunities to celebrate cultural awareness and diversity;
- review, date and maintain one version of each policy and procedure and
- ensure that staff record attendance times.

# **1. Well-being**

## **Summary**

Children are very happy; they settle quickly and have opportunities to make choices about their play. They experience a good range of interesting activities that are designed to promote their development. Children experience very warm and caring relationships. They are learning to interact and to cooperate with each other and with staff.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are able to express their views and needs in a variety of ways and they are listened to.

Children had a voice and were listened to well at the service. They confidently moved from one play area to another and expressed their views very well. Children with limited or no speech/hearing made their wishes known by pointing to items or signing. Children asked for more paint and for water to play with outdoors. Children chose their snacks and decided whether they wanted any. Children clearly said “no” to anything they did not want, for example, some children did not want any hummus but others confidently asked for second helpings if they liked it. Children had free play opportunities, they chose to play in the sand pit, with the train set, look at books or role play in the kitchen area. However, free flow to the outdoor area was limited, we saw children looking out the window pane of the door and asking to go outside.

Children have a strong voice.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are familiar with their surroundings and the routines of the service which makes them happy and gives them a sense of security and belonging.

All children arrived very happy and settled well. They busied themselves with the activities on offer to them. We saw that children had very good bonds of affection with the staff caring for them. We saw that children were very familiar with the routines and the environment. They were completely at ease and relaxed with the staff. Children interacted well with each other and with the staff. Children’s behaviour was very good although there were some minor disputes. Parents told us that their children thoroughly enjoyed attending. We saw children confidently approach staff for cuddles and reassurance or to ask for play resources. Children proudly showed us their creation from play dough and shells. One child told a staff member, “this is a blue car” to which the child was praised with “you are right, well done”.

Children feel fully valued, safe and happy.

### **1.3 How well do children interact?**

Children are interacting relatively well and are learning the importance of sharing and turn taking.

Children played well together, they were busy playing with the selection of resources, such as the train set and dolls, some looked at books, played in the sand and others painted, played with the foam or played with the play dough. We saw children sharing items, for example, one child shared their fishing rod with another child, both children smiled at each other. We saw good team work, where children worked well together and helped each other to clear away the toys before snack time. We saw some children having difficulty with sharing items but staff intervened when appropriate and resolved the situation with ease. Most children took turns and shared the buggies and shopping trollies well.

Children interact well with each other and with staff.

### **1.4 To what extent do children enjoy their play and learning?**

Children benefit from a range of play opportunities designed to support their development.

Children thoroughly enjoyed their time at the service. They had plenty of choice and freely moved around their play areas and activities. They thoroughly enjoyed their outdoor play session, in the mud kitchen, blowing bubbles, sliding down the slide and using the scooters. Children had access to numerous play resources such as craft activities, role play items, dolls and buggies, books, buckets for building sand castles, foam for messy play and play dough. We saw children chatting and playing alongside each other in the mud kitchen and with the staff. We heard lots of giggling, laughing, singing and celebrations in all sessions. For example when a child's creation of the sun was finished, we heard cheers for everyone and the child smiled at their achievement.

Children thoroughly enjoy their play and learning experiences.

### **1.5 How well do children develop, learn and become independent?**

Children have very good opportunities to learn and become independent.

Children took part in various age appropriate activities. They helped to tidy up, they visited the toilets and washed their hands with little support from staff. We saw one child wipe her nose and place the tissue in the bin. Children called out the days of the week and independently answered questions as much as possible. We also noted that some children's speech and language improved significantly during the inspection, for example with one child clearly saying their own name and answering questions with confidence. We heard Welsh words and songs being used throughout the inspection. Children identified their own water bottles and recognised their name labels for self registration. Some children had opportunities to serve themselves snacks and to pour their water or milk. We also saw children clear the table when they were finished. Children independently located their coats and attempted to put them on.

Children are learning and developing very well and are becoming more independent.

## **2. Care and Development**

### **Summary**

Staff are motivated, consistent and thorough in supporting children's development and in keeping them safe and healthy. Staff have a very good understanding of the children's individual needs and work together effectively. They manage behaviour very well and provide a range of activities to enable children to play, learn and develop.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff are good at keeping children safe and promoting their general health.

Safeguarding has a high priority. Staff were aware of their duties and responsibilities to report concerns. However, staff were not aware of the radicalisation and prevent duty. Staff promoted healthy lifestyles and provided children with healthy snacks such as a selection of fruit and toast with a drink of milk or water. Staff promoted tooth brushing and 'busy feet' activities. Staff supervised each area well and ensured that children were well supported. Staff gave children safety messages, for example to sit down when eating an apple and encouraged children to wash their hands after messy play. Staff practised good hygiene procedures and wore appropriate clothing to prepare and serve snacks.

Staff effectively keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

Staff model good behaviour and use positive methods to manage interactions.

Staff managed interactions very well. We saw staff engage with children, chat to them respectfully and praise them at all times for the efforts and achievements. We heard the words "amazing" and "fabulous". We also heard staff praise the children for their good manners and for helping. Staff sat at the children's level on the floor or at the tables and used appropriate language or sign language to communicate with the children. Staff intervened when minor behaviour issues arose, they gave children explanations, used distraction methods and ensured that they took turns and were "kind to their friends". Overall children's behaviour was very good.

Staff are strong at managing interactions.

#### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff provide a fun and nurturing atmosphere. They know the children well and meet the children's individual needs.

Staff joined in with children's play and we heard lots of laughter and children were having fun. Staff created play dough objects alongside children, sang with them and role played with them. Staff encouraged children to do things for themselves, such as wash and wipe their hands, pour their milk or water, put their coats on and find aprons to wear during craft activities. Children also peeled their banana and wiped their faces with wipes after snacks. Children repeated some Welsh words such as 'golchi dwylo' and 'diolch'. Children were learning about numbers and colours, for example, staff asked children how many eyes they had and asked them what colour the sun was, to which children replied correctly. Staff knew the children and their preferences well and staff communicated using sign language where appropriate. Staff maintained assessment records which identified children's individual needs and used the assessments to set targets and plan for the next stages of development.

Staff promoted children play, learning and development very well.

### **3. Environment**

#### **Summary**

Children are cared for in a warm, nurturing and stimulating environment. Children have access to a stimulating range of toys, resources and equipment to enhance their overall development. However, some areas require improvement.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders have sufficient arrangements in place to ensure that the environment is safe and secure.

Leaders ensured that the environment was safe and secure. The main entrance was locked and a keypad entry system was in place. Leaders had carried out risk assessments and these had been reviewed in November 2016 and June 2017. However, not all risk assessments had been fully completed. Daily hazard checklist had also been completed. Electrical appliances had been PAT tested, however, the heating certificate was out of date. Heating appliance were protected with guards. Fire drills had been practised.

Leaders ensure the safety of the environment sufficiently.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders provide suitable premises which are stimulating and the layout promotes children's independence.

Leaders ensured that the premises both indoors and outdoors were welcoming and child friendly and provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs, including various play areas for quiet time, table top play, floor play and outdoor play. The premises promoted independence well. Children's own art work was on display promoting children's sense of belonging and pride.

Leaders ensure the suitability of the premises successfully.

##### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders provide children with a variety of toys, equipment and furniture that are appropriate for their needs. There are sufficient age appropriate resources.

Leaders ensured that children had access to furniture, equipment and toys that were appropriate for their ages, needs and development for both indoors and outdoors. Leaders had created a fulfilling outdoor area where children had opportunities for physical play and to grow and nurture plants in the gardening area. The resources viewed were well

maintained and clean. There was some evidence of cultural awareness, with dolls and books visible and leaders had celebrated some festivals such as Chinese New Year.

Leaders provide a good range of toys, resources and materials.

## **4. Leadership and Management**

### **Summary**

Leaders are motivated to meet the required national minimum standards and regulations. Leaders have policies and procedures in place, which staff are familiar with. Leaders have good partnerships with parents. However, some areas require improvement.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders strive to comply with the relevant regulations and national minimum standards. They maintain policies, procedures and records sufficiently. However, some areas require improvement.

Leaders had a statement of purpose in place, which reflected the service provided, however, the numbers of children cared for was incorrect. There was a comprehensive range of policies and procedures in place and staff were familiar with them. However, there were numerous versions of the same policies and not all policies had been reviewed or dated. For example, there were many versions of the safeguarding policy and it was not dated and there were many versions of the complaints policy with the latest version dated November 2014. Some policies and procedures were available bilingually. Leaders maintained fully completed and comprehensive children's records such as contracts, information forms and accident records. We saw that end of term assessments were completed with outcomes and identified developmental needs. One to one support was available with various support plans in place. Parents signed the children's attendance register.

Leaders are motivated and have an understanding of what needs to be in place to effectively run the service.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders evaluate their service. Leaders are keen to obtain feedback and to improve the service provided.

Leaders had a self evaluation system in place, which included questionnaires for feedback from parents and external agencies. Leaders were in the process of compiling a quality of care report. Parents told us that they were happy with the service and confirmed that their children's development had progressed very well.

Leaders are reviewing the service to plan and make improvements.

### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders are organised in the management of the service. They follow a robust recruitment process and promote the development of staff.

Leaders recruitment process was compliant with regulations. Of the three staff files sampled, they were compliant with regulations and contained the required information. Leaders completed regular staff supervision and appraisals were undertaken annually to identify any development needs. Staff spoken to and completed staff questionnaires confirmed leaders were visible and approachable and they felt well supported. Leaders ensured that staff were qualified to appropriate levels and successfully promoted training and development. Staff had attended numerous training courses including speech and language, Eiklan, understanding diversity and inclusion, behaviour, manual handling as well as the core training. Staff to child ratios were exceeded during the inspection.

Leaders manage the service successfully.

### **4.4 How effective are partnerships?**

Leaders have positive partnerships with the parents and work closely with other professionals to meet children's needs.

Partnership is effective. The service had a 'parents as partners policy', which encouraged parents to participate in activities and visit the service to discuss their child's development. Leaders provided verbal and written information about their child's development with end of term assessment sheets. We heard staff give verbal feedback to parents at collection time. Leaders provided a parents information area which displayed various information and the service's policies and procedures. Parents spoken to gave very positive feedback about the service, the staff and the care received and the progress made by their child. Leaders had previously taken children on outings to the local community such as Margam Park, invited the police and fire service to the service when their theme was 'people who help us' and had good links with the school through transition meetings with the nursery teacher and parents.

Leaders have strong partnerships.

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

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

None

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

We recommend that the provider should:

- provide more free flow indoor and outdoor opportunities;
- ensure that all risk assessments are fully completed;
- provide a valid heating test certificate;
- provide further opportunities to celebrate cultural awareness and diversity;
- review, date and maintain one version of each policy and procedure and
- ensure that staff register's record attendance times.

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

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

One inspector visited the service on 3 and 7 July 2017 for approximately 7 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children, the parents and to the staff and
- read questionnaires from parents and from staff.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Jane Weeks
Person in charge	Victoria David
Registered maximum number of places	18
Age range of children	2 to 3 years
Opening hours	Monday to Friday from 9:00am to 11:30am and 12:30pm to 3:00pm
Operating Language of the service	Both
Date of previous CSSIW inspection	1 July 2014
Dates of this inspection visit(s)	3 and 7 July 2017
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?	<p>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, or intend to use their service.</p> <p>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</p> <p>We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.</p>
Additional Information:	