



# Childcare Inspection Report on

**Flying Start Brackla**

**Brackla Primary School  
Brackla Way  
Brackla  
Bridgend  
CF31 2EZ**



**Date Inspection Completed**

10/01/2020

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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 Brackla was registered in September 2013 and is run by Bridgend County Borough Council. The playgroup is located in Brackla Primary School and is open Monday to Friday from 9am until 11:30am and 12:30pm until 3pm. The service provides care for up to 16 children aged two to three years in each session. Nicola Jenkins is the person in charge, who manages the service on a day to day basis. Rowena Lee is the responsible individual who oversees the service on behalf of the local authority. Care is provided mainly through the English language with frequent incidental Welsh.

## 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>	Excellent

### 1. Overall assessment

Children thoroughly enjoy their play and learning and are developing well. They settle in quickly and experience warm and nurturing relationships with staff. Staff are very experienced and well trained and they listen to and respect children's views. The environment is resourced to a good standard and play areas are inviting inside and outside. There is strong leadership and management and a very happy and motivated staff team. The service works closely with parents and professionals in health and education to identify and address each child's needs, so that they are as ready as possible for their next stages of learning and development.

### 2. Improvements

No requirements or recommendations were made during the last inspection. We saw that there are ongoing improvements and investment in the service. For example, they have introduced the Foundation Phase Profile as an effective tool to monitor and plan for child development and to support seamless transitions to school; and all staff have access to Welsh language training.

### 3. Requirements and recommendations

None.

# 1. Well-being

**Excellent**

## Summary

Children are developing very well because their individual needs, preferences and feelings are highly valued, enabling them to flourish and meet their full potential. They settle in quickly, interact extremely well and have and positive relationships with other children and staff. Children are very happy; they have lots of fun in their play and eagerly participate in a wide range of exciting activities that support their learning. They have excellent opportunities to make decisions about play and activities and develop independence skills.

## Our findings

All children can contribute ideas and make decisions about how they spend their time at the service. They move freely around a good range of activities, indoors and outdoors; and their play is mostly self-directed. We saw children readily approach staff who encouraged them to make their own choices, about the story they wanted to hear and what to do in free play sessions. We saw children who were pre-verbal point to pictures and objects to express their feelings and choices. Children have a very strong voice and communicate their needs and wishes confidently.

Children experience very warm relationships with each other and staff. They quickly become very familiar with their surroundings and routines, so they know what to expect. Nearly all the children arrived happily at the service; they greeted others with smiles and quickly settled into their chosen activities. Children readily approached staff for assistance or comfort and they received responsive attention. Children feel a sense of belonging because items are labelled with their names and photos, there are photos of their family and pets and their work is displayed in the playroom. We saw children smile at the photos and point to their relatives and say their names. Children feel very safe, happy and valued.

Children are learning to co-operate and they mostly play together well. We heard children saying 'thank you' without being prompted and saw them hugging and sharing resources. A child passed coloured pencils around; children took turns to put cars onto a play garage, they waited in turn to use the slide outside. Children engaged enthusiastically in routines; for example they sat quietly and waited for staff to choose who would be next to wash their hands for snack and joined in with familiar songs. Children smiled happily when praised for cooperative and kind behaviour such as sharing, tidying up, sitting and listening. Children interact extremely well with their friends and with staff.

Children enjoy free play as well as exciting and structured adult-led activities indoors and outdoors. Most children engaged in their activities for a good length of time for their age and stage of development. They smiled and nodded when we asked if they enjoyed coming to the playgroup and showed us their favourite books, toys and activities. Children thoroughly enjoyed their imaginative, messy play in the mud kitchen and squealed with delight as they

mixed 'cakes'; they laughed as they excitedly followed a light reflection on the ceiling; they described the colour and tastes of their fruit at snack time. Children thoroughly enjoy their play and learning.

Children become increasingly independent because they have many opportunities to explore, develop and learn. Children learn to self-register by finding their photo and putting it on the registration board; they help themselves to water, brush their teeth, wash their hands and dress with minimal prompting or support. They receive encouragement to serve their own food during snack time. Children joined in eagerly with familiar responses, phrases and actions. Welsh is used throughout the sessions and children are beginning to understand and use the language; for example we heard children use Welsh words for colours and numbers and they sang songs in Welsh. Children make very good progress and develop skills in line with their individual targets.

## **2. Care and Development**

**Excellent**

### **Summary**

Staff are fully trained, caring and attentive; they have a thorough knowledge of their responsibilities to keep children safe and promote good health. Staff listen to children's views and respond effectively to promote children's individual needs. They consistently manage interactions in a very positive way, with a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff know the children well and are committed to providing an excellent range of appropriate activities to encourage children to learn and develop.

### **Our findings**

Staff are well trained and consistent in following policies and procedures to promote children's health and safety. All staff have at least a level 3 qualification in child care and receive regular updates in core training for first aid, food hygiene and child protection. They are able to recognise signs of abuse and are clear about the procedures for reporting concerns about a child. Staff are working towards the Healthy and Sustainable Pre-school Scheme award which promotes health improvement measures for children. The snack menu, which is displayed for children and parents, shows all food provided is healthy and nutritious. There are effective measures to identify any child with allergies or dietary needs and staff were well informed about these. We saw excellent hygiene practices. Staff clean the tables before and after snack with anti-bacterial spray. They prompt children to wash their hands before eating and after going to the toilet; they promote good oral health as children clean their teeth as part of the 'Designed to Smile' programme.

Staff treat children with respect and value them as individuals. They are aware of the age, stage of development and any family issues, which might affect children's feelings and behaviour. Staff are very good role models; we heard them always say 'please' and 'thank you'; they listened to the children and were relaxed and calm. We heard lots of praise and encouragement such as 'excellent', 'well done!', 'thank you for sharing', 'good helping' and 'good listening'. Staff are nurturing and consistent in their approach and set clear boundaries for children to follow. They managed minor behaviour and sharing disputes exceptionally well. We saw them support children to resolve issues and they knelt at the children's level, made good eye contact and spoke calmly and clearly so that children understood what was expected in playgroup. Staff used routine phrases, songs and tone of voice very successfully to gain attention and cooperation. They were effective in encouraging children to sit together for routines such as snack time in order to prepare them for more formal education.

Staff promote children's play, learning and all round development effectively. They support children to develop language, creative, physical, emotional and co-ordination skills through games, songs, stories and activities. For example, staff promoted children's social and language skills by encouraging them to talk about their families, feelings and what they had

enjoyed doing that day. Keyworkers monitor and record children's progress in meeting developmental targets. They know the needs of individual children and plan appropriate, exciting activities, to ensure that all children can engage, have fun and learn. We saw that all staff encouraged and facilitated children's independence and celebrated every success. We heard staff introduce Welsh words and phrases into the sessions. We saw that staff monitored children's expressions and body language to ensure that they were happy and settled. Children learn about the world and different cultures through books, food, toys, activities and various celebrations. Staff encourage children to use the outdoor play area whenever possible for physical exercise and to talk about nature; discuss weather and listen to different sounds. Staff value the uniqueness of the children, effectively meet their individual needs; and promote their development extremely well.



### **3. Environment**

**Good**

#### **Summary**

Children experience a good variety of play and learning opportunities because leaders create an inviting and stimulating environment indoors and outdoors. The environment is safe, secure and well maintained. Leaders identify risks and hazards and take prompt action to minimise or eliminate them to ensure children's safety. The premises are easily accessible and suitable for the needs and age range of the children. Resources and equipment are good quality and enrich children's all round learning and development.

#### **Our findings**

Leaders ensure that children are safe at the playgroup. We found that the playgroup has a secure entrance and secure boundaries to outside play areas. The kitchen and office are out of bounds for the children. Staff safely supervise the arrival and collection of children. Visitors must show proof of identity and sign in and out. Staff undertake daily safety checks of the outdoor play area and the playroom. Infection control is managed well and the person in charge is aware of the guidance from public health. For example, toys and equipment are washed with anti-bacterial solution, children use paper towels to dry their hands and staff who are rostered to prepare food do not undertake toilet duties. All the records for health and safety, building maintenance and fire safety were up to date. Inspections for heating, fire alarm and electrical systems are carried out by the school and we saw evidence of annual testing of the heating system and portable appliances. Electronic records evidenced that leaders regularly review risk assessments and monitor accidents records and we saw they had acted on any issues identified.

Leaders ensure the premises are very suitable, child friendly, stimulating and promote the Foundation Phase of learning. The playroom was bright and airy with space for a good range of activities as well as areas for children to relax. There is age appropriate, child sized furniture and equipment. Play areas were well set out with resources within children's reach for choice and independence. A washable floor surface allows for messy activities, a home corner and dressing up encourage role play and a carpeted area with settee and cushions provides an area for reading, comfort and reflection. Painting and redecoration of the premises will take place when funding is available. Children have direct access to the outdoor area with a soft surface, a small slide and a play house. There is also a small section of grass, a well-used mud kitchen and access to the school's forest trail. We saw that children used the outdoor area throughout the day.

Leaders provide a wide variety of good quality resources to encourage children's curiosity and support their learning and development. This included using everyday items and recycled items for crafts to raise children's awareness of environmental issues. The person in charge

told us that the action plan for this year included the purchase of appropriate utensils for serving, peeling and pouring to further promote children's independence at snack time.

We heard the Welsh language promoted throughout the day and we saw bilingual posters and signs. We saw photos of various festivals and cultural events celebrated through the year and toys and books to promote diversity and a multi-cultural society. Leaders display photos of children, families and pets and children's art work throughout the playroom, which gives children a sense of belonging to the service.

## **4. Leadership and Management**

**Excellent**

### **Summary**

Leaders have a clear vision for the service and communicate this well. They work hard to provide an excellent service for children and their families. Leaders promote staff development through regular meetings, training and supervision. Records and documentation are well organised, regularly reviewed and updated to promote safe practices. Leaders have effective methods for monitoring and improving the quality of the service and involve children, families, staff and other professionals in this.

### **Our findings**

Leaders invest much time to ensure the service aims are understood and implemented effectively by the team. The statement of purpose provides a clear description of the service and what it sets out to provide, so that parents can make an informed decision about its suitability for their children. Policies and procedures have a strong emphasis on putting children first, promoting family life and working with the community. The records and documents we looked at were very detailed and well maintained. We noted that in the Complaints Procedure the name of CIW needed to be updated and it did not include details of 'concurrent investigations' which are complaints that might need to be investigated by others. The policy was amended by leaders and sent to CIW before our second visit. Leaders are effective and provide a good quality service.

Self-evaluation processes are consistent and effective. Leaders consult with outside agencies, parents and children as part of this process. As many children are pre-verbal, staff gain their views about activities through recording what they enjoy doing and how they react. Staff continually evaluated activities and changed them to meet the children's needs and preferences. This ensured that children remained engaged and developmental targets were met. Staff told us that leaders meet with the team weekly to discuss children's progress and evaluate what has gone well, what can be improved and how. Leaders highlight matters they wish to prioritise in ongoing service improvement plans, which feed into the annual review of the quality of care. We saw that the annual reviews identify the strengths of the service as well as future plans and they include feedback from children, staff, families and professionals.

Staff are deployed effectively and are clear about their responsibilities. Staff ratios always meet or exceed the national minimum standard of 1 staff to 4 children and 1:1 support is available for children with additional needs. The person in charge was in addition to the staff numbers but we saw that she joined in with various activities to support team working and to model good practice. Leaders follow safe recruitment processes and ensure staff records contain all the required information. Records showed that staff receive updates in essential training, regular supervision meetings with the person in charge and an annual appraisal carried out by the responsible individual. Team members had also attended additional

training including Welsh Awareness, Language Enrichment and Advanced Playwork. Staff said they were very happy in their work and they felt valued and supported. Leaders manage staff and resources effectively.

Leaders and staff have excellent relationships with parents and with other professionals, which greatly benefits children. Before children start at the playgroup, staff visit them at home to get to know each child's needs, preferences and routines. Parents attend termly meetings and 'Give me five' play sessions to help them to learn what they can do at home to support their child's play and learning. There is effective communication with parents through daily chats, records, notice board and newsletters. All the parents we spoke to were very happy with the service. Staff regularly liaise with other professionals including health visitors, advisory teachers, speech and language therapists, educational psychologists and child protection to meet children's needs. There are excellent links with school, which supports easier transitions for the children. Partnerships are effective and successful.

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

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

None

**5.2 Recommendations for improvement**

None

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

This was an unannounced inspection undertaken as part of our normal schedule of inspections. It was undertaken by one inspector on 16 December 2020, who looked at records and the premises on the morning of the first day as no children were present. During the second visit, the inspector arrived mid-morning and stayed for just over 4 hours. We gave feedback to the person in charge at the end of the inspection.

- We spoke to children, six parents, three staff, the person in charge, a peripatetic child care worker and a health visitor;
- we observed children and staff in the playroom and outside;
- we observed children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the premises; and we looked at a sample of records, documentation and policies.

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
Responsible Individual	Rowena Lee
Person in charge	Nicola Jenkins
Registered maximum number of places	16
Age range of children	2-3 years
Opening hours	9am – 11.30am and 12.30pm – 3pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 March 2016
Dates of this inspection visits	16 December 2019 and 13 January 2020
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 in promoting the use of the Welsh language and culture. We saw a good range of bi-lingual posters, books and materials and we heard a lot of incidental Welsh as staff incorporated Welsh language into every activity with children. Staff have access to Welsh Language training to improve their skills.
Additional Information:	

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