



Childcare Inspection Report on

Seahorses Flying Start

**Clase Primary School
Rheidol Avenue
Clase
SA6 7JX**



Date Inspection Completed

15/07/2019

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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

Seahorses Flying Start is located within Clase Primary School, Swansea.

The setting is registered for 14 children and provides care for two and three year olds. They are open from 9am to 11:30am and 12:45pm to 3:15pm, Monday to Friday. The responsible individual on behalf of the local authority is Sharon Hope and the person in charge is Julie Ace. The main language of care is English although incidental Welsh is used.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Excellent
Leadership and Management	Good

1. Overall assessment

Children benefit from a very good range of well-planned and interesting learning experiences and activities. Children are happy, confident and fully engaged. Staff know the children well, are genuinely interested in their views and opinions and tailor support to meet their individual needs. Leaders ensure that everyone at the service has a voice and that positive relationships are formed, maintaining high child care standards and outcomes for children. The environment provides an excellent space for a variety of activities that enhances children's physical development. Children have fun whilst learning through play.

2. Improvements

Since the last inspection the service has:

- erected an outdoor canopy and placed a soft play surface for the outdoor play area;
- introduced a child 'helper of the day' system;
- further promoted the UNCRC by reflecting on the UNCRC Articles and their meaning;
- introduced an on line app that informs parents of daily activities, photographs and any news updates;
- successfully achieved a pass plus in Quality for All and
- been awarded a food hygiene rating of 5.

3. Requirements and recommendations

None

1. Well-being

Good

Summary

Children have a choice, make decisions, are listened to and have their communication attempts valued. Children are learning to manage their behaviour. They have access to a very good range of suitable resources and activities, which promote their interaction with others and their all-round development.

Our findings

Children speak or express themselves well and communicate their needs in a variety of different ways. For example, through Makaton sign language and pointing at pictures and photographs. During free play, children chose what they wanted to play with and were obviously very familiar with where to access various toys and resources. For example, children chose to play in the home corner accessing the utensils and built towers out of construction toys; they also chose and enjoyed mark making, dressing up and drawing.

Children are familiar with the routine, which gives them a sense of security and belonging. They knew that after free play they would be having a snack. They have developed strong bonds with all the staff and in particular with their key worker. Children received frequent praise and encouragement for their efforts and achievements and when they received a sticker of their choice, they were very proud. They are comfortable, settled and relaxed and readily seek out reassurance from staff if needed.

Children's interactions are positive, age appropriate and purposeful. They learn about how to cope with their emotions, share, take turns and play with their peers. We saw that some children chose to play alone quietly reading a book, whilst others played in small groups in the home corner enjoying role play. Every day a different child is chosen to be "Helper of the day" and is responsible for helping to hand out plates and cups to the other children at snack time. Children were excited about having their turn, and the 'helper of the day' was smiling with pride asking her friends what colour cup they wanted. During snack time children chatted happily to each other. They were delighted to be able to choose what they wanted to eat and could help themselves to the quantity of food they wanted with some children enjoying second helpings.

Children enjoyed their play and learning and experience a good balance of self-directed and adult led play. They accessed a wide variety of activities and resources appropriate for their age/stage of development. Children were delighted when joining in with the actions during group singing time singing in Welsh and English. They were engrossed in role play in the home corner, dressing up as their favourite character. A few children danced together pretending to be princes and princesses. We saw that they had great fun outdoors in the forest school learning to balance whilst climbing up an earth bank and running down as fast as they could.

Children's self-help skills and independence are developing well and they showed confidence and a willingness to 'have a go'. For example, using the water container to pour a drink for themselves, pouring milk into their cup and using a spoon to serve themselves fruit. Older children wash and dry their hands independently and are supported to learn to use the toilet independently. Children are encouraged to tidy away after free play which we saw they carried out conscientiously, placing the toys in the appropriate containers.

2. Care and Development

Good

Summary

Staff are well qualified, knowledgeable and experienced. They create appropriate opportunities for children to develop a healthy lifestyle and promote children's development by planning a good variety of activities. Staff give supportive and sensitive care and have consistent and realistic expectations of children.

Our findings

Staff are competent, motivated and work well together as a strong team. They know the ethos of the service very well and understand and implement the policies and procedures with ease and confidence, ensuring children are kept safe and healthy. Staff are also experienced, highly qualified and well trained. They use their knowledge to promote the best outcomes and wellbeing for the children in their care. For example, staff understood their responsibilities with regard to safeguarding children. All staff had attended training in Child Protection and "Prevent Duty". The person in charge told us they had practised a new emergency procedure in the likelihood of an imminent threat of danger or harm to children and staff and the school is put into complete 'lock down'.

Staff promote children's healthy life styles well and practise good hygiene systems. Staff wipe down surfaces before and after snack and remind children to wash their hands at appropriate times. Staff implement the 'Design to Smile' tooth brushing initiative to promote children's oral health. Consideration is given to Welsh Government's food and nutrition guidance document, with a range of healthy snacks on offer. Staff obtained accident and incident records appropriately and obtained the signatures of parents or carers. Staff implemented an effective monitoring system to identify emerging patterns of accidents and incidents. Staff had attended first aid training.

Staff manage interactions appropriately. There is a suitable behaviour management policy in place, which staff act in line with promoting positive behaviour. They act as good role models, treating each other and the children with consideration and respect. They reinforced good manners during snack time with staff providing children with many opportunities to say 'please' and 'thank you'. Throughout the session, staff encouraged children to be kind, considerate and caring towards each other. We heard lots of praise and recognition of good behaviour and work, which the children valued as they smiled with delight.

Staff are aware of their individual roles and responsibilities and this helps ensure that the sessions run smoothly. Staff plan activities based on the principles of the Foundation Phase and include celebrations of different cultures. Staff carry out a home visit and complete individual profiles and baseline assessments when a child starts at the service. They monitor children's progress throughout their time at the service with regular observations and developmental progress tracking systems. Any children with additional needs are

supported with assistance from professionals and in partnership with the child's parents and or carer. We heard staff use incidental Welsh frequently, developing children's use and understanding of the language. Additionally, a Welsh learning activity session was provided by an external organisation that enhanced children's Welsh language skills.

3. Environment

Excellent

Summary

The environment has dedicated internal and outdoor areas based within the school and school grounds. The environment is very well designed, welcoming and child friendly, offering excellent spaces for play and learning. It provides children with a rich environment for play and learning. There are very effective systems in place to ensure that the environment is safe and suitable for children and high quality, developmentally appropriate play and learning resources are available. It is inspiring for children giving them the freedom to safely move around, be inquisitive and explore their environment to its full potential. Resources, toys, equipment and furniture are of excellent quality and suitable for the needs and age range of the children.

Our findings

Leaders have well developed systems in place to ensure children's safety. A secure entry system and a CCTV system is in operation. A secure keypad system is in use to enter the building or any rooms. A visitor's record is completed. A fence and gates secure the external play area, which are locked when children are present. Daily risk assessments checklists are completed, which ensure the premises is functional and orderly. We saw a file containing methodical and organised documentation illustrated that leaders and staff practise excellent health and safety. For example, electrical and heating tests, emergency lighting and fire equipment tests.

The premises offer interesting outdoor and indoor play spaces allowing children to play freely and move easily from one area to another. Due to the suitability and excellent design of the environment, children are interested, active and engaged throughout their time there. The base room is extremely well designed so that children can move easily from one play area to another. The outdoor play areas give children varied play experiences. For example, children whilst playing in the forest school learn about nature and also attempt challenging play such as climbing up a small earth slope to conquer running back down the slope without falling over. They experimented with hardened mud and were intrigued as to what happened when they added water, pebbles, twigs, branches and pine cones to create pretend foods. The environment gives children time to learn how to care for animals such as chickens and be involved in planting flower seeds and watching how they grew. An additional outdoor play area accessed directly from the base room has a canopy, which means that it can be used all year round, providing cover during inclement weather and shade from the sun.

There is an excellent use of space and resources to meet children's needs which benefits children's all round development and sustains their curiosity and interest. Resources are of a high standard and are readily to hand in low level storage. There are excellent toilet facilities to facilitate children's independence. There is an area to store bags and coats and additional office space for private conversations with parents. Overall, the layout and design promote children's choice and independence and is highly suitable for children of all abilities.

4. Leadership and Management

Good

Summary

Leaders have an innovated vision for the service that they share effectively with their team. Leaders are committed to monitoring and improving the service and have a strong culture of continuous professional development. There are effective partnerships in place with parents, the school, external professionals and the wider community. Leaders manage the service well and are compliant with the relevant regulations and national minimum standards. They maintain up to date policies, procedures and records.

Our findings

Leaders have well developed systems in relation to the service records and documents. There is a comprehensive range of appropriate policies and leaders review them regularly to ensure that they are up to date and relevant. For example, the safeguarding policy now included information on the 'prevent duty' and prevention of radicalisation. There is a clear vision for the service, and this is reflected in the statement of purpose, which is shared with parents. Documents are of a very good standard. Leaders methodically maintained the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance records.

There are effective systems in relation to recruitment processes, induction and a strong culture of continuous development as the leaders and staff are proactive in identifying any training opportunities that extends their knowledge of child care. For example, eighty percent of staff have successfully achieved their level 5 child care qualification. Leaders monitor staff personal development and progress through one to one supervision and an annual appraisal. Staff files contained all the required checks and information required by regulation.

Leaders have developed a comprehensive self-evaluation system which included effective record keeping and a system that evaluates staff, parent, carers, children's and any professionals feedback which is effectively analysed to help manage and if necessary, improve the service provision. Staff feedback said "I feel the leadership of their work and management skills are great within my setting. "I have no issues with them and always feel my needs are met". The leaders use a self-evaluation tool. Staff said in their feedback "management are really good at using their self-evaluation tool". "I feel management of planning for improvement is great, everything that is brought up is always met and all improvements if ever needed are always met". They also stated that the leader is always open to new ideas and we will try to improve the setting as a team. Staff suggestions for example, 'more team meetings' and 'team building days' have been actioned.

Partnership with parents is very good and well established. Parents have regular opportunities to visit the service for updates on their child's progress. Parent participation is welcomed, and regular updates are circulated with information of key events and dates.

Leaders take every opportunity to engage parents to promote in partnership their child's well-being. Professionals are also involved. For example, health visitors, speech and language therapist and educational psychologist are part of the specialist teams providing extra support for children and families within the Flying Start community. Leaders also carry out home visits and ensure support for the transition of children into school.

We viewed parental and carer feedback which gave very complimentary feedback. Comments stated, "Very happy, my child could not say a word before she started, she has come on leaps and bounds thanks to the staff who have worked very hard with her. She always goes in happy and leaves happy. "All the staff have been very supportive and helpful". Parents we spoke to said, "My child is very happy and settled", "staff are excellent", "my child can't wait to come here'. Children's responses stated by circling a happy or sad face that 100% of children were happy.

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 a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit on 15 July 2019 for a period of approximately six hours. The inspector provided feedback to the responsible individual and the person in charge on the day of inspection.

During the visit we:

- observed practice and the care provided by staff;
- looked at some children's and parent returned questionnaires;
- spoke to the responsible individual, person in charge, staff, some parents and children;
- looked at a range of records including the statement of purpose, policies and procedures, and contracts.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Sharon Hope
Person in charge	Julie Ace Sonia Brown
Registered maximum number of places	14
Age range of children	2 – 3 years
Opening hours	Two sessions are arranged Monday to Friday 9:00am – 11:30am and 12:45pm – 3:15pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 February 2017
Dates of this inspection visit(s)	15 July 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 service 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. We recommend that the service provider consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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