



Inspection Report

Flying Start Lewistown

**Flying Start Lewiston
Blackmill Road
Lewistown
Bridgend
CF32 7HU**



Date Inspection Completed

09/10/2023

About Flying Start Lewistown

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Bridgend County Borough Council Child Care and Play Services
Registered places	15
Language of the service	English
Previous Care Inspectorate Wales inspection	17 June 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Good

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

Summary

Children's voices are strong, with extensive opportunities at the setting. They are extremely happy, settled and cope well with separation from their parents or carers. Children follow their own interest and are developing independence skills exceptionally well.

Staff have a thorough understanding of their role and implement policies successfully. They promote children's safety and implement positive behaviour strategies consistently. A vast range of child and adult led play opportunities are available. Staff promote children's individual needs, having effective systems in place to support children and families.

People who run the setting have comprehensive and extensive policies in place. The setting is secure and well maintained, providing a range of facilities on site. The environment provides engaging indoor and outdoor play opportunities, with a stimulating variety of play and learning resources.

People who run the setting have a strong vision for the setting, they are very passionate about providing a high-quality provision. Overall, they comply with the regulations and often exceed the national minimum standards. Support is available to staff, and continuous professional development is encouraged. Partnerships are excellent and promote the settings ethos.

Well-being

Excellent

Children have extensive opportunities to make choices and decisions, they have a strong voice. They successfully decide what activities and resources they want to play with. For example, we saw a child take a dolls pram from the inside role play area, engage in 'walk' and continue with their imaginative play in the outdoor area. They confidently ask adults for help, we heard a child say, "*I need help please*", with support immediately provided. Children freely choose to play inside or outside, with free flow fully encouraged. Children continue with their snack whilst others play.

Children are extremely happy, settled and cope well with separation from their parents or carers. They have very positive relationships with each other and staff, receiving support and reassurance, when needed. For example, when children fall over, staff support and comfort them, whilst checking for any injuries. Children know routines very well, allowing effective transitions as they engage in their play session. We saw children laughing and smiling whilst playing. Children confidently say '*goodbye*' to one another when they leave prior to the end of the session.

Children express enthusiasm and enjoyment. They successfully interact with each other and adults. We saw children effectively share and cooperate with one another when building with wooden blocks and looking at books together. They positively play alongside one another. For example, turn taking whilst crawling through a transparent tunnel. They are developing their skills with support from adults. For example, when playing with sand, they follow instructions to make '*mud pies*'. Children confidently explore the environment and successfully engage in individual and group activities such as 'busy feet' and registration time.

Children are interested and self-motivated in their play and learning. They access a range of opportunities within the setting and in the local area, which promote their all-round development. For example, children collected leaves and fir cones on a local walk to include in their messy play activity. They follow their own interest and engage in activities which are both child and adult led. For example, when playing with the 'mud kitchen' they efficiently mix compost and water. Children competently use a wheelbarrow to transport play building blocks within the outside play area.

Children are developing their independence skills extremely well. They independently wash their hands and competently access their own belongings. For example, children successfully got their own hat when requested for outside play. Children capably butter their own crackers, pour their own drinks, and clear their plates when they finish snack.

Care and Development

Excellent

Staff fully understand and implement policies to promote the safety and wellbeing of children. Staff have a thorough understanding of their role in protecting children and answered safeguarding questions confidently. Staff have completed nearly all mandatory training, including, child protection, first aid, food hygiene and fire safety. Accident, incident, and medication records are complete and signed by parents. There are effective systems in place to meet allergy and dietary needs. Healthy snacks and drinks promote good nutrition at the setting. Overall, there are thorough cleaning and hygiene practices are in place. Following the inspection visit, the nappy changing mat has been replaced. Children competently wash hands. Staff supervise and model to ensure effective practice.

Staff fully understand the behaviour management policy and consistently implement positive strategies. They use positive reinforcement as a matter of course, encouraging children through continuous praise. We heard staff say, “*Good girl/boy*”, “*well done*”, “*Good listening*”, “*Good sharing*” and “*Good choices*”, empowering children with their decisions. Staff are consistently responsive. They make every effort to genuinely listen and communicate with the children. Interactions are positive, demonstrating warmth, kindness, and patience. Staff take time to make sure that their interactions are meaningful and beneficial to children in their care. For example, children requested to cut carrots in the home corner. Staff supported them by providing a chopping board and ‘dog knife’ each, skilfully and patiently explaining how to chop the carrots safely. Following this, they counted together the slices to develop their understanding of quantity. Staff are committed to providing a vast range of play and learning activities with a balance of child and adult-led opportunities. They play alongside children looking for opportunities to extend learning. Staff informed us, they have meetings prior to children arriving, to plan and discuss as a team. They take action to include children’s interests into planning in a reflective and flexible way. For example, children showed an interested in pouring whilst serving water, this was reflected upon, and added to the planning activity for the following day.

Staff are positive and effective role models. They sit together with children at snack time and promote an engaging and interactive social time. Staff have successful systems in place to monitor children’s development and set targets to support their continued learning. They recognise if children have emerging needs and take purposeful action. There are clear and effective systems in place to support children who have additional learning needs, with an expansive range of support available to them and parents/ carers. This practice is embedded at the setting. Minimal Welsh was heard during ad-hoc conversations. However, basic Welsh was included during routine activities. Staff promote risky play and respond to children effectively. For example, a child running in the outdoor area was praised for “*lovely running*”. Whilst other staff proficiently support children in gross motor movement on a large ball to find space, where their play would not impact on others.

Environment

Excellent

People who run the setting have comprehensive and extensive policies in place. The environment is safe, secure, and well maintained. Doors have secure entry systems with

key codes in place and all visitors sign in. Following the inspection visit, a new system has been introduced to further secure the exterior play area gate. People who run the setting complete effective and specific risk assessments, with regular reviews in place. Some of which include areas within the setting, walks, outdoor play, and events. Staff complete daily visual and health and safety checks. Annual environmental compliance audits are also undertaken. People who run the setting complete regular fire drills, following the inspection visit these will also record the exits used. Consistent cleaning routines result in an extremely clean, and well-maintained environment, both indoors and out. There are effective infection control measures which minimise any risk to children's health and safety.

People who run the setting ensures access to all, with a ramp to the building. The multi-purpose building offers a parenting room, speech and language office, childcare office, alongside children's play areas, kitchen, and bathrooms. Externally there is a car park and undercover buggy park. People who run the setting provide parents and visitors with clear information about the setting. A meet the staff board, recent newsletter, and other information, including safeguarding leads, is on display at the entrance of the building.

People who run the setting provide a flexible and well-planned environment which meets the children's needs and enables them to reach their full potential. The large, bright, indoor play space is organised to promote children's curiosity and stimulate their learning. Children's artwork is on display accompanied by their photograph, giving them pride in their work. The outdoor play space has been recently improved with an all-weather canopy, allowing for free flow effectively between both indoors and out. The outside area encourages further opportunities, with a mud kitchen, sand pit, wooden teepee, gross motor, and sensory activities in place. We were informed children and staff have wet weather clothing, allowing them to access outdoors in all weathers.

People who run the setting provide a varied range of quality, developmentally appropriate play and learning resources. This ensures children have wide ranging variety and choice. They provide stimulating resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, block play, sensory and creative activities. Children freely access toys and resources, as they are stored at low level or within their reach. People who run the setting are committed to providing stimulating resources to promote children's curiosity about the wider society, celebrating equality and cultural awareness.

Leadership and Management

Good

People who run the setting engage positively with CIW and are keen to drive improvement. There is a strong vision for the setting, which is shared with others. They meet and often exceed the national minimum standards and regulations. The setting has been operating without a Responsible Individual (RI) since May 2023. The Person in Charge (PIC) and

organisational officer have ensured the continued running of the setting alongside a newly appointed RI. They generally inform CIW of any significant events at the setting. Following the inspection visit, a new staff matrix and statement of purpose has been uploaded via the online portal. They ensure regulatory records are very organised and accurately kept.

People who run the setting have effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well, how they can improve, and why. Some aspects of their improvement plan for this year have already been achieved. For example, the development of the outdoor area. People who run the setting, lead by example, providing a supportive and effective team working environment. They implement current best practice to support the children in their care. People who run the setting seek funding and access grants to further develop the provision.

People who run the setting follow robust recruitment processes to safeguard children. There are strong recruitment procedures and suitability checks in place. However, record keeping in relation to recruitment and staff records need to remain consistent. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction and performance management processes are good. Regular check in's, supervisions, appraisals, and team meetings are held. There is a culture of continuous professional development.

People who run the setting have strong effective relationships with parents and carers. They have extensive support from a range of professionals, which further enhances the provision to children and families at the setting. This clearly is a strength to all accessing the setting. Parents are kept up to date about their children's day through information on a notice board, through newsletters and verbal discussions. The staff team promote positive partnerships with parents. As part of the inspection process, we gained feedback from parents via an online questionnaire. Comments were very positive, one stated *"They provide an excellent service, and my child really enjoys their daily sessions"*, another, *"they have got support in place to help with my child's speech and language development"* and finally *"the service is amazing"*.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 5 - Records	Ensure all staff suitability documentation consistently complies with regulations
Standard 21 - Notifications of significant events	Ensure CIW are kept up to date with all significant events at the setting

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Develop the use of incidental Welsh across the setting

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.

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