



Inspection Report

Flying Start - Penycae

**Church of the Nazarene
Stryt Isa
Penycae
Wrexham
LL14 2PN**



Date Inspection Completed

17/06/2022

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About Flying Start - Penycae

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Janet Dean
Registered places	12
Language of the service	English
Previous Care Inspectorate Wales inspection	10/3/20
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This setting is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are very happy and enjoy attending the setting. They feel safe and secure in the care of staff who know them well. Children have excellent opportunities for play and learning and develop their independence through a range of quality experiences and play.

Staff are dedicated and implement the setting's policies and procedures effectively. They are responsive, patient, kind and caring. Staff support children's learning and development extremely well, through a wide range of interesting and stimulating planned activities, led by children's interests and developmental needs. They keep effective records of children's progress.

The environment is secure, clean, and welcoming. A good range of toys and equipment both indoors and outdoors promote children's play very well. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently.

People who run and manage the setting are committed to providing good quality care for all children and their families. They use self-evaluation effectively to identify and make improvements. Parents are kept well informed and up to date about their child's experiences and development.

Children make choices about how they spend their time at the setting. They choose from a variety of enjoyable activities. Some of the children are confident to communicate their thoughts and ideas, as they know staff will listen and show interest. Most children respond to staff when they use sign language during singing and story telling sessions, and when staff use 'Cadi' a puppet used to welcome children to the session. The puppet stimulates children and encourages them to join in with conversations, for example when asking questions such as '*let us see what I have in my bag today!*'

Children are very happy at the setting and feel valued. They enjoy being with other children and form friendships. Children are close to those who care for them, they approach them for reassurance and cuddles. They are keen to help and are praised for their efforts. They know the routines well, which gives them a sense of belonging. They receive lots of praise and encouragement from staff when learning new skills, which gives them the confidence to play and learn.

Children play together happily. They welcomed us and were excited to show us what they were doing. Children are learning to respect one another and the resources available to them, they share and use equipment appropriately. Children respond well to staff ringing a bell and asking '*please come and sit on the mat*' they pay attention and listen attentively to staff for further instructions. They also respond to Welsh commands such as '*amser tacluso*' (tidy up time).

Children thoroughly enjoy themselves, and benefit from excellent opportunities for play and learning. They are motivated to follow their own interests and sustain their play for a suitable period which is appropriate to their age and stage of development. For example, a child refilled a water spray several times and pointed it towards a drawing of a pretend fire, outdoors, on the blackboard. Others looked at books and showed great interest. At circle time the children enjoyed seeing what was in the '*special bag*', they were greatly excited by the different coloured glitter bottles. There were enough for each child to have one of their own. They followed instructions and held them up high, down low, hid them behind their back and then were amazed to see a finger puppet mouse appear from the bag.

Children develop a wide range of skills as they play and have many opportunities to become independent. They are encouraged to feed themselves, with staff offering support when needed. They pour their own drinks and help clear their plates at snack time into the compost or recycling bins. They are given wipes to clean their faces after eating and handed a mirror so they can check for themselves to see if they are clean. Children readily help to tidy away at the end of a play session.

Care and Development

Excellent

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding and first aid training and know what to do should they have concerns about a child. Core policies and procedures are displayed in the playroom. This includes the child protection policy which is displayed prominently and has contact details of the child protection lead at the setting, and the procedures to follow. Tables are cleaned with anti-bacterial spray before being used. Healthy snacks and drinks are on offer during the session. Today children enjoyed potato cake, carrot sticks and tomatoes. Children are encouraged to try new foods and to use the serving tongs. Staff use sign language to ask the children whether they would like '*llaeth neu dwr*' milk or water. Staff record all accidents and share information with parents. Staff are aware of current guidance in relation to Covid – 19 and encourage children to wash their hands regularly, and ensure the room is well ventilated. Children are also encouraged to play outdoors as much as possible. Regular fire drill practices ensure staff and children are aware of how to leave the building safely.

Staff are kind and caring towards the children. They are responsive and nurturing, which means children approach them with ease. Staff engage with children at snack time by sitting next to them whilst they are eating. They work well together to support and promote children's social behaviour, being mindful of their age and stage of development. A child was reassured when it was time to put the glitter bottle back in the bag because it was time for snack, they were told they could have it out again soon. The behaviour management policy promotes the use of positive strategies. Most staff implement this skilfully, using distraction methods and lots of positive language to reinforce positive behaviour. We heard children being asked politely not to sit on a table '*on the floor, thank you X*' and being thanked for wiping the chairs and helping to stack them. Staff encourage the children to cover resources/storage units with bright shiny material when it is time for the children to sit on the mat for circle time and stories. Children then find it easier to focus on tasks and are not distracted. They enjoy waking the toys up by removing the covers and placing the material in the basket when it is time for free play again.

Staff support children's learning and development effectively. They provide learning areas to promote mark making, gluing, sticking, and cutting. They encourage children to build using construction sets and provide musical instruments and a home corner to ensure they can play creatively and imaginatively. They regularly observe children's play and learning and track their progress. This informs future planning and promotes children's next steps in learning and development. Staff naturally promote children's learning as they play and are beginning to implement the new 'Curriculum for Wales'. Most children are learning Welsh as a second language. The use of Welsh words and simple phrases was very good.

Environment

Good

The environment is safe and very well maintained. The entrance, through the outdoor play area is secure. Visitors are welcomed in once their identification has been checked. The outdoor play area has high metal/wire fencing and a lockable gate. Other external doors to the church are kept locked. Risk assessments are in place for the premises, activities, and outings. Staff are aware of the benefits of 'risky play' and will endeavour to include the benefits and risks of all activities in future risk assessments. Daily health and safety checks help to identify and eliminate any potential risks to children. Foam padding on upright posts which form part of the building structure, ensures children do not hurt themselves when playing outdoors. Attendance registers for staff and children are completed accurately.

The environment is welcoming and child friendly. There is free-flow access from the indoor playroom to the outdoor play area because the door is always left open. There is ample space for the children to play. The playroom and outdoor play area are organised to promote all areas of children's development, with a good range of resources. For example, there are water and sand trays outdoors, and children have the space to push prams around and to ride bikes. There are mirrors fixed on walls outdoors, tents to play and hide in and a series of steppingstones on which to balance. Children can grow plants in tyres. Wall displays include photographs of the children and staff. Displaying children's artwork, celebrates their achievements and gives children a sense of pride and belonging.

Toys, and educational play and learning resources are clean and in good working order. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage units and individual coat pegs with a place to store their belongings encourages children to independently get themselves ready at home time. There are suitable toilet facilities available which are clean and two portable hand wash stations placed by the entrance into the playroom and outdoors. Staff prepare snacks in a suitable kitchen area. Liquid soap and paper towels are easily accessible to all.

Leadership and Management

Good

People who run the setting are dedicated and experienced and have been in their roles for several years. The person in charge is professional and knowledgeable and receives support from the registered person. There is a clear statement of purpose, which provides an accurate picture of how the setting runs. Policies and procedures have recently been reviewed; these are implemented by staff effectively.

People who run the setting work hard to provide a quality care provision to children and their families. The staff team are enthusiastic, motivated and enjoy their work. People who run the setting maintain an organised environment and all documents are easily accessed and in good order. Staff files have been brought up to date since the previous inspection. Relevant checks have been carried out to evidence the suitability of staff to work with children. Both the registered person and person in charge have current disclosure and barring service certificates which are satisfactory. All staff receive regular supervision and annual appraisals, which enable those who run the setting to identify any areas for professional development. There are enough qualified and experienced staff to make sure children are always well cared for. All staff have up to date mandatory training and there are good opportunities for staff to receive additional training as required. Staff told us the registered person and person in charge are approachable and supportive.

Those who are running the setting look for ways to make improvements. The Annual Quality of Care review considers the views of parents, children and staff and identifies areas for development.

The setting has established good relationships with parents/carers. Parents receive regular feedback on their child's progress and photographs of their children playing during the day.

Recommendations to meet with the National Minimum Standards

RI To consider including the 'benefits of risk' in relevant risk assessments.

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

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.

Date Published 02/08/2022