



Inspection Report

Flying Start Playgroup (Caerau)

**Caerau Primary School
Library Road
Maesteg
CF34 0PA**



Date Inspection Completed

12/07/2023

About Flying Start Playgroup (Caerau)

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Action for Children
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	27 September 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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>	Excellent

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

Summary

Children thoroughly enjoy their time at Caerau Flying Start. They are excellent communicators and curious learners, consistently making choices about what they do and how they spend their time at the setting. Children engage in purposeful play-based activities and are confident staff will listen to them.

Staff promote children's wellbeing efficiently, building affectionate bonds of attachment with them and ensuring safeguarding underpins all practice. Staff are extremely well qualified, experienced, and knowledgeable. They promote positive outcomes for children through their current knowledge and skills and their nurturing and caring attitudes.

Staff care for children in a unique environment which is calming, spacious and clean. The play areas are welcoming and friendly and provide a rich environment for children to play and learn. There are excellent resources and equipment which meet the needs of the children and staff identify any unnecessary risks to children and eliminate them as much as possible.

People who run the setting have an excellent vision and sense of purpose which sustains improvements and promotes good outcomes for children. They comply with all regulations and exceed the national minimum standards. People who run the setting value staff and provide effective and regular support, ensuring they receive excellent developmental opportunities and supervision.

Well-being

Excellent

Children are excellent communicators and have a very strong voice. They are extremely confident making their own choices about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon and they confidently retrieve resources from other areas to use in their play. For example, one child was playing with a balloon and took it to the messy area to put in the foam and engage in sensory play. Children make their own choices and staff welcome them when they want to join an activity.

Children benefit from consistent staff who know them very well. This means they are very happy, settled and relaxed in the setting. Children build affectionate bonds of attachment as they receive lots of attention from staff who interact extremely well with them. They clearly have a strong sense of belonging and are forming strong relationships.

Children's behaviour is exemplary and interactions between them are very positive. They are starting to form friendships; thinking about how each other is feeling and doing things for them. For example, one child asked their friend if they wanted a drink and proceeded to find the child's water bottle and take it to them. Children interact positively with staff at all times; they co-operate well and listen to their requests. For example, the children went to wash their hands when staff said it was time for snack and they waited patiently for their turn.

Children are very curious learners. They are highly motivated and fully engaged in their play and learning, concentrating for extended periods of time. For example, some children were thoroughly enjoying water play, using the funnels and beakers to pour and experiment. They were immersed in the activity for over half an hour. They thoroughly enjoy the wide range of real-life opportunities and experiences; confidently exploring the resources and using their imaginations. Children are motivated to direct their own play and take part in activities they choose. For example, one child coloured for a short while, before deciding to go and play elsewhere.

Children have excellent opportunities to develop their independence skills; enabling them to do things for themselves successfully and to problem solve effectively. Children enjoy collecting their plate and choosing where to sit at snack time. During snack time, children choose what they want and serve themselves. They also pour their own drinks and once they have finished, they are encouraged to clear their plates and put their dishes on the trolley.

Care and Development

Excellent

Staff work very effectively to keep children safe and healthy. They fully understand and embed the setting's policies and procedures into their practice. Staff implement the Welsh Government's Food and Nutrition Guidance for Childcare Settings and have almost completed the Healthy and Sustainable Preschool Scheme, demonstrating their commitment to promoting healthy lifestyles, safety, and well-being. They offer a range of healthy foods at snack time and encourage the children to explore different textures and tastes. They respond warmly to children's requests when they want more or if they ask for an alternative choice of snack. Staff have a thorough understanding of their responsibilities to protect children. They accurately record children's attendance times and promptly fill in accident sheets and pre-existing injury forms, sharing the information with parents.

Staff create extremely positive relationships with the children. They interact with them in a warm, caring, and relaxed manner. Staff frequently offer praise and encouragement, and they are excellent role models to the children; prompting "*please*" and "*thank you*" when appropriate. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, staff regularly remind children why it is important to share and take turns during their play, to prevent disagreements from occurring. Staff are highly responsive and genuinely respect and listen to the children's views. They speak softly to the children and use positive reinforcement. Staff recognise 'wow moments' and record children's achievements. For example, staff celebrated when a child said a new phrase and recorded the milestone.

Staff know the children extremely well and they are very kind and nurturing towards them. They ensure children are at the centre of their own development; supporting their curiosity and allowing them consistent opportunities to explore and experiment by following their own interests. Staff are highly motivated and offer children effective support in their learning and development by allowing them to create their own play. For example, the children were excited to play in the rain but wanted a big puddle to splash in. Staff created a puddle for the children and enabled the children to help them make the puddle bigger. Staff discuss, as a team, children's individual achievements, any changes they have noticed, as well as undertaking specific individual assessments. They plan according to children's interests which ensures they successfully follow the children's lead. For example, when a child expressed an interest in balloons the previous week, staff provided balloons for the children during their next session. Staff are committed to promoting the Welsh language in the setting through consistently using incidental Welsh, popular phrases and sentences with the children. For example, "*Wyt ti eisiau caws?*"

Environment**Excellent**

People who run the setting have extremely effective measures in place to ensure all staff fully understand their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure, and extremely well maintained indoors and outdoors. People who run the setting use neutral colours and natural resources throughout the environment, which creates a sense of calmness and relaxation at the setting. They regularly carry out safety checks and effectively organise consistent cleaning routines that reflect excellent infection control practices. People who run the setting complete comprehensive risk assessments that cover every aspect of the environment. They are thorough, completed frequently and are of a very high standard.

People who run the setting ensure they use the space effectively, both indoors and outdoors. The layout is well thought out and provides excellent learning spaces for children to explore as well as areas to rest or have quiet time. People who run the setting ensure children have the freedom to safely explore the indoor and outdoor environment when they choose. The door from the inside playroom to the outside play area is open throughout the session; allowing children to move freely between the two environments and choose for themselves where they want to play. People who run the setting support the children to use the outside area frequently as there is a canopy which provides shade and shelter. They care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently. For example, children thoroughly enjoy playing outside in the rain in their overalls and wellies and running for cover when they choose too. People who run the setting use the natural light within the setting effectively and they minimise the amount of artificial light they use. This creates a calm and relaxed atmosphere.

People who run the setting successfully ensure they provide children with authentic, open-ended, and recyclable resources that enable them to lead their own play. For example, there are child sized sofas, a dining table with ceramic cups and plates, real pots and pans, and utensils and crockery in the home area. They provide real clothes for the children in the dressing up area, whilst outside there is a shed full of sand and a variety of real tools, such as small shovels, which allow the children to explore it fully. People who run the setting provide good quality furniture and resources that are suitable for the developmental needs of all the children.

Leadership and Management

Excellent

People who run the setting have an excellent vision that they communicate successfully to their staff, creating a very positive ethos. They have an effective, up to date Statement of Purpose which fully reflects the service they provide. People who run the setting ensure the setting achieves extremely high standards, delivers high quality care, and provides learning and development opportunities for children and staff. They regularly review and update all their records which are thorough, detailed, and informative.

People who run the setting implement effective systems to support meaningful self-evaluation and improvement. They are extremely approachable and welcome any ideas or suggestions to improve their practice. For example, they have achieved all of their previous Care Inspectorate Wales recommendations. People who run the setting complete a comprehensive quality of care review each year and consider the views of parents and carers, children, staff, and outside agencies. They identify areas they would like to build on. For example, they have identified that they want to develop children's independence further by offering rolling snack.

People who run the setting follow robust recruitment procedures to safeguard children. They have excellent systems in place to update checks in a timely manner. People who run the setting are enthusiastic and extremely motivated. They set high expectations and inspire and lead staff effectively, supporting them and providing further development opportunities. They hold regular staff meetings to exchange information and ideas. Supervisions and appraisals are meaningful and provide further opportunities to support the exchange of information. People who run the setting deploy staff effectively to ensure they meet, and often exceed staffing ratios, and as a result fully meet children's needs.

People who run the setting have developed excellent partnerships. They ensure communication systems with parents and carers are inclusive, and they keep them well informed. Parents said they are extremely happy with the setting and staff, and they cannot praise them enough. People who run the setting have very strong links with a wide range of professionals, the community, and other stakeholders. They ensure when there are concerns about children's progress or development, there are clear and effective procedures in place for sharing information. People who run the setting follow these protocols consistently, ensuring children benefit greatly from the action taken. They have excellent links with the school and work together to ensure smooth transitions and promote positive outcomes for children.

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)
	No NMS Recommendations were identified at this inspection

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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