



Inspection Report

Bettws Flying Start Playgroup

**Bettws Primary School
Heol Bradford
Bettws
Bridgend
CF32 8TB**



Date Inspection Completed

23/05/2023

About Bettws Flying Start Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Action for Children
Registered places	18
Language of the service	Both
Previous Care Inspectorate Wales inspection	Manual Insert] 7 March 2017
Is this a Flying Start service?	Manual Insert] 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 are confident in their communication and have a strong sense of belonging. They interact happily with each other and with staff and know they will be listened to. Children choose where they wish to play and can participate in a range of purposeful activities.

Staff follow policies and procedures to promote healthy lifestyles, safety, and well-being. They support children to settle quickly and encourage them to develop their independence skills. They carefully observe and plan for next steps in order to meet the needs and interests of the children.

People who run the setting have excellent measures in place to ensure that everyone understands their responsibilities. The environment is very well maintained. They provide an excellent range of age-appropriate resources and real-life items to nurture children's developmental skills.

People who run the setting ensure that they comply with all the relevant regulations and exceed the National Minimum Standards. They have an exceptional vision for the future. They retain a skilful team of staff and have innovative partnerships with parents and professionals.

Well-being

Excellent

Children are confident and make choices and decisions that affect them. They are very happy and have a strong sense of belonging. For example, during outdoor play, we heard lots of children's laughter and saw them confidently accessing all areas freely. Children have formed strong, close relationships with their peers and staff. They are settled and clearly familiar with routines. Their feelings and needs are acknowledged and highly valued and have strong bonds of affection and attachment with others.

Interactions between children and staff are consistently stimulating and children cooperate enthusiastically. Children express empathy and listen carefully. They respond and communicate with care and affection. They are fully engaged and show respect for others and to the setting. For example, children sit with staff at a table for a tea party with a real tea set. Whilst handling and lifting cups and saucers, one child said, *"look at me, I'm careful"*.

Children are busy in their play. They focus for extended periods of time and chat confidently with staff. We saw children happily watering plants, with one child calling out *"I need more water please!"* They enjoy spending time filling and emptying containers, using small water sprayers around the outdoor area. Children enjoy craft activities. For example, we saw children being able to come and go throughout the day, happily working on the same piece of artwork. They enjoy opportunities to work on a large piece of cardboard on the floor and explore jars filled with paints and feathers.

Children experience innovative learning opportunities that fully promote their all-round development. They take their time with activities that they choose. They are provided with an excellent range of age appropriate and real-life resources to enrich those experiences further. For example, children placed gold-coloured bracelets in a water container and one child shouted excitedly, *"look at my treasure"*. Interactions and discussions are constant and support children to extend their curiosity and problem-solving skills.

Children are independent and choose where to play, with access to the outdoors being available throughout the day. They make full use of the relaxed session to explore the entire environment. During snack times, children sit at old coffee tables with vintage plates and real glasses and help themselves independently to a range of fruits. Children help themselves throughout the session to their own water bottles. They access the toilet area and independently use the toilet and wash their hands confidently.

Care and Development

Excellent

Staff understand and consistently implement policies and promote healthy lifestyles, personal safety of children and ensure their well-being. They are all proactive and

effectively manage any risks as they arise. Staff speak respectfully with children, show interest, pleasure, and care in all that they do. They manage any sign of behaviour carefully and quickly diffuse situations even before they become issues. For example, when children wanted to play with the same resources, this was managed effectively and sensitively. Staff name all the children as they communicate with them and know the children well. They are all able to provide examples of how they support children's development and needs. For example, we saw how they support children to settle in and manage being separated from their families, providing reassurance and discussions about who's coming to collect them. Staff ensure children are hydrated and approach the practice of nappy changing with dignity. For example, we heard staff asking children, *"can I check your nappy please?"* The nappy changing process is followed with privacy and children are fully respected, with records updated with every change. Staff sit at tables with children and chat as they prepare and cut fresh fruits such as watermelon, pineapple, plums, nectarines, and pears. We heard staff enhancing this experience further. For example, *"Waw look at this juicy plum – can you see what colour it is inside?" "Would you like more? You're excellent eaters and drinkers today"*. Staff are confident in explaining how they would deal with safeguarding scenarios and could expand further on their safeguarding flow charts around the setting.

Interactions between staff and with children are always respectful. Staff are consistently responsive and genuinely listen and respect children's views. Interactions are very positive, and staff demonstrate warmth and kindness. They are sensitive to children's needs and take every opportunity to enhance interactions through careful responses and correct spoken language. They consistently enhance children's play experiences, language, and individual skills. Staff recognise when children need reassurance and we saw staff support children during their settling in periods with explanations and cuddles. Staff provide incidental Welsh throughout the sessions, using CD resources to support daily routines such as *"dyma'r ffordd i olchi dwylo"* being played as children prepare for snack. We heard staff respond with, *"come on children, golchi dwylo everyone."*

Staff have an excellent understanding of diversity issues and fully promote children's rights. They are committed to providing an excellent range of play and learning activities and opportunities. For example, when one child said that they wanted to use a mixing bowl to mix water, this spontaneous activity grew into a rich learning experience. A range of mixing bowls were brought out as well as whisks, water, and soap. The number of children around the table increased and staff said, *"Oh, let me see my lovelies, good mixing everyone."* All staff are aware of children's individual developmental skills and plan for the next steps. We saw how staff complete key worker files, noting observations and individual achievements.

Environment

Excellent

People who run the setting have comprehensive and very effective measures and policies in place to ensure that everyone fully understands their responsibilities. They ensure that the environment is safe, secure, and well maintained, both indoors and outdoors. All building and safety requirements are complete and up to date. Fire equipment,

assessments and drills are completed regularly. People who run the setting keep comprehensive risk assessments which are reviewed annually. We saw consistent hygiene practices minimising risks to everyone's health and safety. They ensure staff maintain high levels of observation and collaborate consistently, ensuring ratios and children's needs are always met. Safety measures and hazards are identified as and when they arise where communication is continuous, such as *"watch the step, careful as you come down, what about coming into the shade? Would you like to wear your hat?"* People who run the setting ensure all visitors sign into the building. They keep children and staff registers and ensure all arrival and departure times are recorded.

The setting is safe and welcoming, where each area has been carefully considered to offer the maximum opportunity for learning without being over stimulating. Children can easily access excellent quality furniture and resources both indoors and outdoors which develops their interests and imagination. The people who run the setting provide stimulating resources that promote children's curiosity. They ensure that equality and cultural awareness are promoted throughout the practice. The indoor area is open, airy, and cool offering many different spaces for play, providing opportunities for rich and purposeful learning experiences. Display boards are working boards where children know they can add to these as they are placed within children's reach. For example, we saw, the *"Every child is an artist"* board where children can just go and paint at any time of the day. The outdoor area is safe, secure, and enclosed, and provides a range of exciting and appealing areas. They also have access to additional outdoor areas close by. These are safe and occasionally used for picnics and forest school experiences. All these areas provide several types of play and extended opportunities to explore and gain new learning experiences.

The people who run the setting carefully choose resources to fulfil themes which form part of the planning process. As well as early years and age-appropriate resources, they are innovative in their use of artefacts and items. We saw aspects of the curiosity approach where a range of real-life resources are carefully implemented and displayed. For example, the home corner has an armchair with blanket, side table and old telephone, magazine rack, rug, and bookcase. We saw children feel quite at home in this area, exploring and developing their imaginative skills. In other areas we saw an office with keyboard, phones, and notebooks offering opportunities for mark making and role play.

Leadership and Management

Excellent

People who run the setting have an exceptional vision which is shared with the entire team, creating a very positive ethos. They lead in a way that ensures that the setting achieves extremely high standards, providing quality care and excellent opportunities for children. Policies, procedures, and all relevant documentation are in place and stored confidentially. These reflect the service that is provided and exceed the National Minimum Standards. All policies are reviewed annually. All documentation such as staff files, children's files and

medication records are fully compliant. The people who run the setting ensure all relevant information for staff is shared effectively on a notice board in the main playroom, such as daily checks, rotas, allergies and planning records, always ensuring confidentiality.

People who run the setting consistently reflect on and evaluate the service that is provided. They carry out a quality of care review each year and take into account the views of children, parents, staff, and professionals. They welcome feedback and ideas in order to introduce improvements.

People who run the setting support staff extremely well. Staff are settled and clearly work well, having established a happy team. We met bank staff who were complimentary of the effective induction processes and strong collaboration, ensuring that support is on hand. Staff are experienced and knowledgeable and use their skills to ensure effective team working through their commitment, energy, and enthusiasm to their roles. The most recent staff member told us how they have been able to take on their own responsibilities such as planning and safety checks with the full support of the entire team. Staff told us that training and support for their development is continuous and we saw personal independence reviews and performance improvement objectives in staff files. People who run the setting organise a practical staff room area where staff communicate effectively following sessions, ensuring that individual needs of children are shared confidentially amongst the team.

People running the setting have excellent partnerships with parents, an extensive range of professionals and with nearby schools. We saw partnerships working collaboratively with health visitors and early years advisors as they share the same premises. This enables multi-disciplinary working to be effective and open, ensuring families are supported efficiently. People running the setting provided examples of the additional activities that are possible through the ethos of positive multi-agency working such as toddler yoga. All the parents we spoke to told us their children are extremely happy, complimenting the team for their approachability and professionalism. Parents said that their children are settled, safe and developing, with one parent saying, *"I think he's very lucky to be coming here."*

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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