



## Inspection Report

**St Thomas Flying Start**

**St. Thomas Community Primary School  
80 Grenfell Park Road St. Thomas  
Swansea  
SA1 8EZ**



**Date Inspection Completed**

21/03/2022

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## About St Thomas Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	14 June 2018
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No. This is a service that 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.

## Summary

Children have a suitable voice. They are happy and settled at the setting and they interact well; co-operating and playing together. Children enjoy free play and engage confidently in their learning experiences, however they sometimes lack direction and stimulation which affects their behaviour.

Care staff engage in children's interests and respond to their needs effectively. They encourage a free-play learning environment with some planned activities to promote children's developmental skills. However, some improvements are needed in relation to implementing policies and procedures.

The premises is bright and welcoming and there is a good space for the children to play. However there is a lot of excess furniture in the room which affects the children's behaviour. People who run the setting ensure children have an adequate range of age/stage appropriate furniture, toys and equipment.

People who run the setting have policies and procedures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. However not all care staff follow the policies and procedures in relation to behaviour management and health and safety. They have a basic knowledge of their regulatory responsibilities. However there are areas of improvement for maintaining records.

## Well-being

Children have a sufficient voice at the setting. They have opportunities to make choices about what they want to do; for example some children chose to paint, others made play dough and some children played with the rice. Most children express themselves confidently and know their requests will be listened to most of the time. For example, during painting, a child asked for a different bit of paper and their request was met. Children happily approach staff to fulfil their needs. For example, they tell care staff when they want to go to the toilet.

Children settle well when they arrive at the setting. They have strong bonds with the care staff as they are happy and comfortable around them and they have a sense of belonging. For example they frequently give the care staff hugs and high fives. Children are familiar with the routines because one child shouted “*ABC’s now*” once care staff had finished the counting song.

Children are developing positive friendships in the setting; they are confident talking with each other, to care staff and with us. For example, the children asked us our names and were keen to tell us who they were and what they were doing.

Children enjoy free play opportunities. They reasonably engage in their learning and show some interest because they enjoy a sufficient range of activities and opportunities that are appropriate for them. Children are able to make their own decisions about how they want to spend their time at the setting, however they sometimes lack direction and stimulation as some children start to climb on the furniture and throw the resources around.

Children have some opportunities to develop their independence. They are confident using the toilet and they frequently wash their hands by themselves. However there are some missed opportunities to develop their independence further as they are not encouraged to serve themselves their snack.

## Care and Development

Care staff show a general understanding of best practice in terms of how to keep children safe. They reasonably follow hygiene procedures, for example wiping children's noses promptly and encouraging the children to wash their hands. Care staff have some knowledge of providing children with healthy snacks, however children were not offered a drink during our visit. Some care staff understand they have a responsibility to protect children and they respond well to potential safeguarding scenarios. They maintain accident and incident records however they do not always follow their policy when completing them. This is an area for improvement and we expect the provider to take action to address this and we will follow this up at the next inspection.

Care staff are mostly responsive. They listen and respect children's choices and provide praise and reassurance when needed; for example, *"well done, that is really good"* and *"oh no, are you ok?"* Interactions were mainly positive, demonstrating warmth and kindness. Care staff have a gentle approach to providing care and they demonstrate genuine affection to reassure and respond to the children. When care staff respond to the children, they are friendly and they show interest in them. For example, care staff ask the children questions and make suggestions to them; for example, *"What are you making? Maybe add this to see what happens to the colour."* Care staff supported the children to talk to one another; prompting them to ask each other questions rather than through care staff. For example, one child asked care staff what was her friend's favourite colour. The staff member replied "let's ask her." However, care staff do not always follow the Behaviour Management Policy effectively. Care staff inconsistently implement behaviour management strategies and lack confidence in setting boundaries for the children. For example, care staff did not discuss with the children what unacceptable and acceptable behaviour is. One child was able to throw rice as care staff did not stop them. However care staff told another child to stop doing this; *"Don't throw the rice as it may go in someone's eye."*

Care staff provide an appropriate range of play experiences. They used basic strategies to enhance the children's play; for example care staff encouraged the children to independently put the post boxes together and match the coloured envelopes during their game. Care staff know the children in their setting and they take into account their interests and needs. They are good role models as they encourage good manners and prompt the children to say 'please' and 'thank you' and to take turns.

## Environment

People who run the setting ensure that the environment is suitably clean, safe and secure for the children. For example, they lock the gates and doors when children are at the setting. They carry out regular maintenance checks. People who run the setting have sufficient risk assessments for all areas of the premises and they keep a record of visitors. People who run the setting ensure the indoor and outdoor environment is free from potential hazards to keep children safe. For example, care staff ensured that the outdoor play equipment was safe for use before allowing the children outside to play. They also put away an unravelled hose pipe.

Overall the environment is welcoming and friendly and it is potentially a rich environment for play and learning. There are some displays of children's work celebrating their achievements. The environment provides suitable facilities to meet children's needs appropriately; for example, child sized toilets. People who run the setting respect children's privacy and dignity. For example, children were encouraged to close the doors when they went to the toilet. The environment benefits from low level furniture supporting children to access some resources and toys for themselves. However, there is a lot of empty furniture in the playroom. This limits the amount of space children have to move around freely without bumping into furniture or each other; resulting in a hectic environment. Many of the shelves are empty and therefore care staff are providing the resources for the children to play with. The person in charge explained to us that they rotate the resources due to COVID-19 but they are now looking to change this. There are some resources which reflect our wider society and promote children's curiosity, for example books and role play resources. Items on display confirmed that children had taken part in various celebrations including world book day and mother's day.

People who run the setting ensure that some resources are interesting and age appropriate for the children. Separate areas within the playroom allow children to choose whether they want quiet time, the opportunity to make something or to engage in play. However, some resources show signs of wear and tear. For example, we saw some toys that had been coloured over and some books that were ripped.

## **Leadership and Management**

People who run the setting are working adequately to ensure that they comply with regulations and the national minimum standards. They have a statement of purpose that has been reviewed and updated during the course of inspection. People who run the setting

have the relevant policies and procedures in place and they have reviewed and updated their Behaviour Management and Child Protection Policies since our visit. They complete children's files appropriately however not all the records contain the required counter signatures. People who run the setting do not ensure that all staff follow their policies and procedures at all times. For example, they did not follow their Health and Safety Policy in relation to completing accident and incident forms.

People who run the setting have submitted the Self-Assessment of Service Statement (SASS). They have completed a quality of care report which includes the suggestions and comments of parents/carers as well as the children, care staff and outside agencies who they work with on a regular basis. They are committed to improving the service that they provide and working together to support each other as a team.

People who run the setting follow a safe recruitment process to safeguard children. They have informed us of some changes to staff. They have satisfactory systems in place to update suitability checks as required. Care staff are very happy in their roles and feel that their working environment is a healthy and supportive one. Some staff hold up to date certificates for first aid training, safeguarding training and food hygiene. People who run the setting seek guidance and welcome advice from other agencies and act on suggestions to improve the service. For example, people who run the setting meet together to discuss the setting and how they can provide further support to care staff. During our visit, we saw that there had been no staff supervisions since September 2021 and annual appraisals were inconsistently completed. However, people who run the setting have now completed supervisions since our visit. People who run the setting do not always deploy care staff effectively. For example, staff do not always appropriately supervise various areas of the setting.

Partnerships with parents are effective. People who run the setting ensure that there are effective communication systems with parents through an online platform and parents are happy with this communication. Parents told us that they feel welcome at the setting and appreciate the exchange of information they receive from care staff. They are confident to approach care staff if they have any concerns. People who run the setting share information frequently with parents and carers however they do not always inform them of accidents and incidents that occur in the setting.

### **Recommendations to meet with the National Minimum Standards**

R1. Ensure children have access to fresh drinking water at all times.

R2. Ensure that the general policies and procedures are regularly reviewed, are current and reflect the current persons in charge.



R3. Ensure that children's files are fully completed and contain all the relevant signatures required.

R4. Consider undertaking behaviour management training.

R5. Ensure that staff receive regular supervisions and appraisals.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
30	The provider did not complete any accident or incident forms for the children who were injured during our inspection visit on 21/03/2022.	New

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