



Inspection Report

Flying Start Bryn Celyn Dechrau'n Pen Y Groes

**Bryn Celyn Primary School
Bryn Celyn
Cardiff
CF23 7EH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

06/09/2024

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About Flying Start Bryn Celyn Dechrau'n Pen Y Groes

| | |
|---|--|
| Type of care provided | Children's Day Care Sessional Day Care |
| Registered Provider | Darling Buds FS Limited |
| Registered places | 32 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | This is the first inspection post registration. |
| Is this a Flying Start service? | Yes |
| Does this service promote Welsh language and culture? | The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. |

| | |
|----------------------------------|-------------|
| <u>Well-being</u> | Good |
| <u>Care and Development</u> | Good |
| <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 happy, settled and have consistently successful experiences at the setting. They make worthwhile and valuable choices about activities they engage in and can follow ideas and interests when appropriate. Children have strong relationships with staff and interact with them confidently. They make positive progress in their learning, development, social and independence skills.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly updated. The environment is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's all-round development.

Leaders are motivated and dedicated to delivering high quality childcare. They provide lots of encouragement and support to staff. Leaders ensure required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being**Good**

Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. For example, we saw children choose to participate in a playdough activity creating animal shapes. Children approach staff and communicate their thoughts and ideas, as they know they are listened to and all attempts at communication are valued. For example, we saw staff respond to a child who was showing an interest in building blocks, by providing the remainder of the blocks for the child to play with.

Children are happy, settled and most cope well with separation from their parents. They have good bonds of affection with staff who are kind, gentle and warm. For example, children who are upset or unsettled on arrival seek comfort from staff, who are familiar to them which helps them settle quickly. Most children are familiar with the daily routines, which helps them feel settled and at ease in their surroundings. For example, they know to wash their hands before snack time and enjoy daily circle time activities such as singing rhymes and counting.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, a child was eager to share a toy lion with another child during small world play. With support, children are learning to respect each other and the resources, using them appropriately and helping to tidy them away when asked.

Children are interested in their play and learning. They enjoy a range of interesting opportunities and have the freedom to safely explore the indoor and outdoor environment. Children are self-motivated to initiate their own play and most sustain their play for periods suitable to their age and stage of development. They immerse themselves in rich play experiences during role play using a wide range of real-life resources such as cooking utensils. For example, children pretend to prepare, cook, and serve food to a staff member.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. With support, children are learning to do things for themselves, such as pouring their own drinks and helping to serve food at snack time. Those who are able, independently use the facilities, such as toilets and handwashing.

Care and Development

Good

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a clear understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. They keep registers of attendance for themselves and children, and any visitors attending the setting. Staff have a good understanding of children's health needs including allergies, dietary requirements, and medical needs. They record accidents and incidents appropriately along with the administration of prescribed medication. Staff follow effective infection control procedures by washing hands after changing a nappy and before preparing food. They maintain a hygienic environment, regularly washing tables, cleaning cups/bottles and brushing floors. The snacks provided are nutritious and staff offer milk or water regularly throughout the session.

Staff are patient, caring and kind when interacting with children. They deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, when a child began to take a toy from another child, a staff member quickly intervened and distracted them by engaging them in a block building activity. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. They speak respectfully to each other and are good role models for children. Staff join in with children's play when it is appropriate to do so and talk regularly to extend their learning and make their experiences sociable.

Staff promote children's play and learning by following their interests and preferences. They assess children's abilities and know their next steps and stages in their development. Activity planning is based on children's ideas, developmental needs and preferences. Staff play alongside children looking for opportunities to extend their learning. They recognise when children may have additional needs. Staff take purposeful action and make effective use of the support and expertise available to them from external agencies. Staff enhance the acquisition of the Welsh language effectively across the setting. For example, we saw children join in with Welsh nursery rhymes and counting songs during circle time.

Environment

Good

Leaders have comprehensive policies and procedures in place to ensure the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate risk assessments which are regularly reviewed. They ensure that any identified hazards are swiftly addressed. The setting is clean, generally tidy, and well maintained. Staff complete daily checks of all areas and effective cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control. The premises is secure, and a robust system is in place to record any visitors to the setting. The staff ensure that regular fire drills are held so that children and staff know how to leave the premises quickly and safely in an emergency.

The environment is welcoming and child friendly. It is well decorated with calming, neutral colours, giving a relaxed and homely feel to the setting. The playrooms are spacious and light allowing children a large space and freedom to move around as they play. Staff ensure the rooms are well organised and laid out in an interesting manner to stimulate children's curiosity, exploration, and development. They provide a good range of purposeful resources and books which are easily accessible to children, encouraging their independence. Each playroom has its own outdoor area with a good range of equipment suitable for the ages of the children. The resources available to children in the shared outdoor area encourage the development of their physical skills. The children have opportunities to climb, ride wheeled toys and run around the spacious area.

Leaders provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have a good variety and choice. For example, through block play, sensory activities, craft activities, and role-play activities. Children can access the toys and resources easily, as they are stored at low level or within their reach. Staff ensure that resources are well maintained and in a good condition. Leaders provide suitable furniture and resources to support children's independence. For example, child sized tables, chairs, toilets and sinks, suitable for the ages of children who attend. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and fresh.

Leadership and Management

Good

Leaders are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose providing parents with information about how the setting runs.

Leaders regularly review policies and procedures and ensure staff implement these well in practice. They are knowledgeable about their regulatory responsibilities and operate above the National Minimum Standards for Regulated Childcare. Leaders have worked positively with Care Inspectorate Wales (CIW) during this inspection.

Leaders monitor the quality of the service and plan for improvements effectively. They regularly seek feedback from parents, children, staff, and outside agencies. Leaders use this information to write an annual quality of care report which identifies strong practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

Leaders ensure that staff files are very well organised, and evidence all relevant checks to ensure staff are suitable to work with children. They have a clear system in place to ensure that staff's Disclosure and Barring Service (DBS) checks are up to date. Leaders hold one to one supervisions with staff which enable them to identify their strengths and areas for development. However, these are not conducted regularly. There is an established staff team at the setting. They are enthusiastic, motivated and told us they felt supported by leaders. Staff meet regularly to discuss any issues which may arise. However, these meetings are not formally recorded. Leaders deploy staff effectively, ensuring they meet staff ratios to deliver safe and effective care. Children's records contain the required regulatory information including parental permission for emergency medical treatment. However, parental permission for other activities is not consistently recorded.

Leaders have developed good working relationships with other professionals and agencies. For example, the Flying Start advisory team, local authority advisers and support agencies such as speech and language and health visitors. The setting has established positive relationships with parents. Parents who spoke with told us that staff are approachable, and they are very happy with the service that is provided to their families. They also told us that they value staff's support and feedback on their children's development.

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.

Area(s) for Improvement

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

| | | |
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| | inspection | |
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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 13 (Day Care) - Suitable Person | Ensure all staff receive regular one-to-one supervision. |

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) | |
| Ensure parental permissions are obtained and recorded consistently. | |
| Consider formally recording staff meetings to enable best practice to be shared and to identify training needs consistently. | |

| 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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