



Inspection Report

Flying Start Hengoed

**Flying Start Demountable
Hengoed Primary School
Chapel Terrace
Hengoed
CF82 7JU**



Date Inspection Completed

04/10/2022

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About Flying Start Hengoed

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Caerphilly Flying Start
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	13 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.'

<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 happy and settle well. They have opportunities to develop independence skills through a wide range of activities. All children engage in activities of their choosing and are free to develop their play independently and in collaboration with their peers. They are listened to, and their views are taken into account.

Staff are well qualified, professional and have a very good understanding of how to keep children safe and healthy. They are extremely responsive and respect the children in their care and the decisions they make. Staff have an exceptionally good understanding of children's individual needs and this helps to ensure that those needs are well met.

The environment is clean, spacious and well organised. Staff follow procedures to ensure the environment is safe and suitable. The outdoor play area is secure and provides children with lots of varied opportunities for physical activities. The indoor environment is welcoming and bright. Resources are stored at low level enabling children to access them independently. Resources are of a very good quality, including many natural resources, provided in suitable quantities.

Leadership and management of the service is effective. The management team has a clear vision for the service and shares this with staff. Managers support staff well, providing good development opportunities to keep their skills and knowledge up to date. Formal staff supervision and appraisals are undertaken regularly, although the time allowed for these to take place is limited. There are good policies, procedures and records in place. Parents are very complimentary and speak highly of the staff and the care their children receive.

Children have ample choice, and a strong voice in this setting. They move freely around their play space, making choices and decisions about what they want to play with. They are well aware of their daily routines. Children are given good opportunity to express themselves and talk about the things that are important to them. They join in enthusiastically with activities and are confident to express their opinions because they know care staff will listen to them. Children's likes and requests influence the activities that are provided. The children had wanted to play with the Tap Tap box and so staff replicated it, so that there was another that children could play with freely.

Children feel safe, happy and valued at the setting. They develop warm relationships with other children and staff. Children approach care staff spontaneously to seek reassurance or support and enjoy receiving praise and recognition for their efforts. We saw children laughing and smiling as staff joined in with their play. Children are comfortable in the familiar routines and activities of the setting. They are confident to explore the play space, bringing out resources as they wish. For example, a child painting using carrots found more carrots in the role play area, offering one to staff to "buy" as she passed by.

Children co-operate, take turns and share, and they are developing sensitivity to the emotions of others. They demonstrate a good understanding of what is expected of them whilst they are at the setting. Children are learning to negotiate their play and some of the older children are learning to play co-operatively. Children enjoy the praise they receive for positive behaviour, and they interact well with staff and other children. They are developing a sense of right and wrong and are becoming self-disciplined.

Children are interested and excited in the play-based activities on offer to them. Children are active and curious. They are happy and confident to move between activities freely, but also sustain interest in activities of their choosing. An "exploration table" has been set up and children decide what goes on the table. During our visit, we saw several children explore the resources for extended periods of time, developing their play and understanding. All children are happy and engaged.

Children are encouraged to be very independent in the service, and they develop skills as a natural part of the routine of the day. They can access most resources freely because they are displayed for children attractively, allowing them to extend and develop their play themselves as they wish. We saw children happily playing independently of staff, who allowed them the space to explore and progress their own play. Interactive and well thought out circle-times encourage children to join in and have fun, as well as practice skills.

Care and Development**Excellent**

Staff are very successful in their roles. They are clear about their responsibilities and they have good knowledge of how to keep children safe and healthy. They speak confidently about safeguarding procedures and know that managers will be responsive to any concerns they raise. They are experienced in dealing with safeguarding matters, including assisting or signposting families in accessing support where necessary. There are procedures for recording the administering of medication, accidents, incidents and existing injuries. Managers monitor these monthly to identify any trends in accidents sustained at the nursery, and ways to minimise the risk of these happening again are recorded. Snacks provided are healthy and nutritious. The setting maintains accreditation with various healthy eating schemes, including the Gold Standard Healthy Snack Award. Staff provide access to physical exercise; time outdoors for play is included every day.

Staff work exceptionally well together to support and promote children's social behaviour. They are very good and positive role models for children in their care, treating each other and children with respect and kindness. They offer praise and encouragement to the children. They are very encouraging of children's effort and praise this. Staff have a very calm manner when managing behaviour. No significant issues of behaviour management occurred during the inspection, largely due to the positive approach taken.

Staff provide an extremely nurturing and caring environment in which children's play and well-being are very well promoted. All staff have a relaxed, happy and caring nature when interacting with the children. Parents we spoke to confirm that staff are excellent, and all staff are very approachable. The staff group are keen to ensure they are good facilitators of play and development; all staff spoke passionately about desire to improve the outcomes for children in their care. They are unwaveringly considerate of the children's views and conscious to give the young children options and choices and to allow them to express themselves. Staff engage excellently with small groups of children during play, meaning children can interact with them and staff can effectively and sensitively support play and development. The activities available to the children are planned by staff based on children's interests and how they enjoyed previous days' activities. Activities can be extended to allow children to continue to develop their play or changed as the interests of the children change. We saw on the day's planning that some of the activities that were available had been extended from the previous day. Some incidental Welsh language is included in the provision, as well as Welsh language books. As a way of developing this, the setting is working its way through the "Road to Bilingualism", a programme designed specifically to aid child care provisions provide Welsh language that is applicable to early years environments.

The environment is safe, secure and welcoming. Staff are vigilant and supervise children closely at all times. The ratios of staff to children meet or exceed those required by National Minimum Standards. Staff complete daily safety checks to identify, and where possible, eliminate any risks to children's safety. Registers record the times children arrive at and leave the premises. Managers keep records of all visitors to the setting. There are rigorous risk assessments in place for all areas of the setting. Records show all regular and routine maintenance checks for the building and appliances are in place. Regular fire drill practices are carried out to ensure staff and children are familiar with the emergency evacuation process.

The premises provides a rich and stimulating environment for children to play and learn. It is well maintained and decorated to a good standard. The indoor play space is interesting and appealing, without being overwhelming to children. This is aided by lots of natural resources. A lovely display of children's work takes up much of one wall. The art is displayed attractively in magnetic frames, allowing staff to change and update the display at an instant, keeping it current and demonstrating to the children that what they do is valued in this setting. The outside play space is well utilised and we saw the children enjoy the resources made available to them outside. There are several outdoor spaces; a patioed area which we saw is used in all weathers, a grassed area, and an area with large play equipment. We saw the children love to play outside, even when it was raining at times. Staff told us if a day is likely to be wet, they will often dress the children in their wet weather gear at the beginning of the session and spend the majority of their time outside as the children enjoy it so much and they can make the most of the time they have available for play.

There is a wide range of good quality resources and the layout promotes children's independence. Children are free to choose their activities in a calm and well-organised space. There are sufficient resources such as art and craft materials for children to have good variety and free choice. Resources are stored at low level and in plain sight, allowing children to choose easily what they want to play with. Furniture is of suitable size and design for the age range of the children. A very attractive and well-resourced role play area is available, as well as a cosy book corner where children can relax. There were dinosaurs and a volcano in the tuff tray which we saw children enjoy playing with imaginatively. We also saw a child find a large tube, prop it up against a surface to make a ramp, and try to roll different resources down it. The cars they chose initially were too large to fit, but they persevered to find smaller items which would fit and were pleased when they were successful.

Leadership and Management

Good

Managers are skilled and experienced and overall, manage the service to a high standard. There is a clear vision for the setting, reflected in the statement of purpose. There are clear policies and procedures which reflect the setting and current practice. Staff work consistently in line with these to support the smooth running of the setting. Operational records contain the necessary information. Records of children's information are complete. Managers employ an appropriate number of suitably qualified and experienced staff to care for the children. Managers have high expectations of staff and support and challenge them to do their best.

Children and parents benefit from a service which is committed to improving outcomes for children and families. There is a detailed quality of care report detailing what the setting does well and an action plan of what they want to improve. Managers undertake this review annually as required, and take into account the views of children, parents, staff and outside agencies such as local authority advisory staff. Managers work hard to ensure that they deliver high quality care and the fact that they have not received any formal complaints reflects this.

Managers are effective in overseeing staff, managing their time and prioritising activities responsively to ensure that children's needs are met in a timely manner. We observed staff to be well organised, and the resulting relaxed care environment has a positive impact on the children's mood and their interactions. Staff confirmed they enjoy working at the setting and feel passionately about the service they provide for children and families. Robust recruitment procedures ensure that suitable staff are employed to work with children. Mandatory training is kept up to date and staff benefit from additional development training. Staff receive regular supervisions and appraisals to reflect on their practice, although the system has come under strain recently because the time allocated has been reduced by senior managers, and this is affecting the efficacy of the support and oversight.

Positive relationships with the community are valued exceptionally highly at this setting. Staff told us that the relationships they build with parents are at the heart of the service they provide and are vital to making the positive impacts for children. They are very keen to ensure that parents feel they can approach them at any time, and work very hard to ensure the relationships are always based in trust and openness, with the child at the centre. We spoke to parents who were very complimentary about the service and they were all confident to leave their children there. They reported that staff are very friendly and approachable. They ensure parents are kept informed of their child's day at handover, and parents told us they felt they had all the information they needed to make an informed choice about using the service.

Recommendations to meet with the National Minimum Standards

R1. Allow sufficient time for management to be able to carry out effective supervision and appraisal of all staff.

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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
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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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