



Inspection Report

Penllwyn Flying Start

**Penllwyn Community Centre
Pontllanfraith
Blackwood
NP12 2EQ**



Date Inspection Completed

19/07/2022

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About Penllwyn Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Caerphilly Flying Start
Registered places	12
Language of the service	English
Previous Care Inspectorate Wales inspection	17 February 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

<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 settle well and have lots of fun. Their opinions and interests are highly valued. Children receive a variety of play opportunities and make choices about how to spend their time at the setting. They interact well with their friends and form close relationships with staff.

Staff have a good understanding of how to keep children safe and healthy. They are friendly, and provide safe, nurturing care. Staff plan for a wide variety of activities, which promote children's curiosity, play and learning. They keep effective records of children's progress.

The environment is clean, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

People who run the setting are highly motivated and dedicated to delivering high quality childcare. They provide encouragement and support to staff. Required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Children express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. They have many opportunities to make choices and decisions. Children choose from a wide variety of exciting play opportunities. They can choose to play indoors or outdoors, although during our observations most children were happy to explore the outdoor play area. Planned activities consider children's interests and ideas, which puts their 'voice' at the heart of the setting.

Children are happy, settled and enjoy attending. They know the routines and environment very well, which gives them a sense of security and belonging. Children form affectionate relationships with staff and are making friendships, this helps them feel relaxed. Parents told us their children love attending and settle quickly when they arrive.

Children interact well with adults and each other. They were happy to chat with us and were polite and welcoming. For example, one young child offered us a cup of water when children were having their drinks. Children learn to respect each other and the resources, learning to share and use equipment appropriately. For instance, waiting patiently as they take turns to go on the slide.

Children delight in their play. They are motivated to follow their own interests and concentrate for periods suitable to their age and stage of development. We saw one child completely absorbed in their play with coloured water. They carefully poured water down a length of plastic tubing, beaming as they watched water trickle down and form a coloured puddle on the ground. Children play happily together or alongside each other. For example, we saw children rocking back and forth on a see saw, smiling and laughing as they sang 'row your boat' in loud cheery voices. Children also benefit from a range of adult led activities. We saw children settle well for circle time, animatedly joining in with Welsh and English songs.

Children learn self-help skills and have many opportunities to carry out tasks independently. This helps prepare them for attending school and develops self-confidence. They are encouraged to tidy away toys and wash and dry their hands independently. At snack time children pour their own drinks and help to clear away cups and plates when they have finished. Children enjoy sociable snack times and chat easily to their friends and staff.

Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe. They receive regular safeguarding training and effectively implement the setting policies and procedures should they have concerns about a child. Staff we spoke with were confident to recognise the signs and symptoms of abuse. Healthy eating is given high priority and menus evidence the provision of healthy snacks. We saw children enjoy a snack of cucumber, carrot, and breadsticks, with a choice of milk or water to drink. The setting has also achieved a healthy eating award. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Information relating to children's allergies and medical conditions is shared and accessible to all staff. Staff record all accidents in detail and share this information with parents. Registers to show staff and children's attendance are completed accurately, evidencing ratios are met. Regular fire drill practices ensure staff and children are aware of how to leave the building safely.

Staff interact with children in a kind, patient, and caring way. They chat naturally with children to support their play and learning. Staff have a sound understanding of child development, and its impact on children's behaviour. The behaviour management policy focuses on the use of positive strategies and staff work in line with the policy. We saw staff members gently and clearly reminding children to share and take turns when playing. They use lots of praise to encourage and reinforce positive behaviour. Staff always act as excellent role models.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps staff plan activities to enable children's next steps in learning and development. A good variety of activities and many opportunities for free play allow children to follow their own interests, which motivates them to learn. Staff naturally promote children's learning as they play. For example, we saw a staff member encourage children to name the shapes chalked on the floor. Systems are in place to monitor and identify any additional learning needs children may have, and staff work well with outside agencies to support children. Staff collect samples of children's work and photographs of them at play to make each child their own learning journal. These are given to parents when their children leave the setting to go onto nursery school. The journal shows how children have developed and the skills they have achieved, acting as a lovely keepsake for both parents and children. The use of incidental Welsh is strong throughout the setting.

Environment**Good**

The environment is secure and provides ample space for children to play and learn. Staff lock external doors and gates. They ensure only authorised entry to the setting and maintain a visitors log for any visitors. Staff complete safety checks of the environment to identify and where possible eliminate any risks to children's safety. Risk assessments for all areas of the setting, activities and outings are in place and mostly followed by staff. We saw some antibacterial cleaning spray was stored within children's reach. The person in charge agreed that it should be moved. Routine maintenance checks for the building and appliances are undertaken, however we noted the electrical safety certificate had expired. The person in charge told us the safety check is scheduled to take place in the next few weeks. While no immediate action is required this is an area for improvement and we expect the provider to take action.

The environment is very welcoming and child friendly. It provides bright, spacious, and exciting areas for children to explore. Calming neutral décor and photographs displayed of both children and staff and their families create a cosy home from home atmosphere. The main playroom is organised well to promote all areas of children's development. A purposeful range of resources, including real life and multicultural items, promote children's awareness of equal opportunities and cultural diversity. Attractive low-level wall displays include children's artwork, which celebrates their achievements, giving them a sense of pride and belonging. People who run the setting have worked hard to develop the outdoor area and have recently put up some fencing to protect children's privacy whilst playing outdoors. Resources in the outdoor area are of good quality and promote children's curiosity and exploration. These include sand, water, story time area, mud kitchen, plastic tubing and guttering, music area and bug hotel.

Regular cleaning of toys and equipment is undertaken, and toys are rotated to offer children more choice and variety. The setting has good quality furniture and resources to support children's independence. For example, child sized tables, chairs, low level toy storage units and coat pegs for children's belongings. There are a suitable number of children's toilets and nappy changing facilities available. These areas are clean and fresh, with liquid soap and paper towels easily accessible to children.

Leadership and Management

Good

People who run the setting are skilled, experienced, and continually seek to improve on the care they offer. There is a clear statement of purpose enabling parents to decide if the setting is right for their child. Detailed and regularly reviewed policies and procedures aid the smooth running of the setting. A minimal amount of paperwork requires some amendments. The complaints policy and statement of purpose do not contain the correct postal address for CIW. The lost and missing child policy does not contain information about referring any incidents to the local safeguarding board. The responsible individual keeps in regular contact and provides good support to the person in charge of the setting and the team.

People who run the setting maintain an organised environment, documents are easily accessed and in good order. Staff files are of a good quality and all relevant checks carried out to ensure staff are suitable to work with children. All staff receive regular supervision and annual appraisals, which enable them to identify their strengths and areas for development. The annual quality of care review considers the views of parents, children, and staff. The review reflects positive feedback from parents with comments such as, *“It is such a warm and friendly atmosphere, and my daughter loves the staff and really enjoys each session there.”*

There is a clear system in place to ensure that staff’s Disclosure and Barring Service checks (DBS) are current. All staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. Some staff have completed training on domestic violence issues and adverse childhood experiences. The staff team are enthusiastic, motivated and enjoy their work. They told us people who run the setting are supportive and receptive to their ideas.

People who run the setting and staff have established positive relationships with parents. Parents receive regular feedback on their child’s progress. We saw staff giving verbal feedback to parents about their child’s time at the setting. Parents we spoke to were very complimentary of the care their children receive. One parent commented on how their child had become much more confident and sociable because of attending the setting. Beneficial working relationships with various agencies and professionals, such as Flying Start, speech and language specialists and health visitors are developed.

Recommendations to meet with the National Minimum Standards

R1. Update the lost and missing child policy with information stating that any incidents would be referred to the local safeguarding board.

R2. Update the statement of purpose and complaints policy with correct postal address for CIW.

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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25	The electrical safety check certificate had expired. The check was due for renewal in March 2022. The check is scheduled to be carried out in July/August 2022.	New
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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.

Date Published 04/08/2022