



Inspection Report

Flying Start Plasnewydd

**Plasnewydd Primary School
Castle Street
Maesteg
CF34 9UN**



Date Inspection Completed

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About Flying Start Plasnewydd

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Bridgend County Borough Council Child Care and Play Services
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	16 March 2016
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.

<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 really enjoy their time at Plasnewydd Flying Start because they have a strong voice. They are able to make choices about what they do and how they spend their time at the setting. Children contribute their ideas and know care staff will listen to them.

People who run the setting and care staff are well qualified and experienced. They understand child development promote children's learning and meet their individual needs. Care staff demonstrate how they value their relationships with the children because their practice is child-led and children's well-being is at the centre of their care. Care staff understand and implement key policies and practices to ensure the health and safety of children.

The environment is safe, secure and clean. It provides a space in which children can play and learn in a safe and engaging manner. Resources and furniture are of an excellent quality, are plentiful and offer children an excellent variety of learning opportunities.

Plasnewydd Flying Start benefits from having an experienced Responsible Individual (RI) who maintains high standards. The RI ensures that the setting meets and often exceeds the necessary legislative requirements. The RI is extremely committed to her role and seeks continual improvement. Care staff said that that they feel well supported in their roles and enjoy working at the setting.

Well-being**Excellent**

Children are very confident communicators as their wants, moods and needs are fully considered. For example, care staff ask before wiping the children's noses. Children's opinions and interests are highly valued and acted upon and children confidently get resources from other areas to use in their play. Children cope extremely well with separation because efficient daily transitions fully recognise and support individual needs. Unsettled children receive support and reassurance consistently.

Children are delighted and express enthusiasm and enjoyment. For instance, children smiled and waved to the people around them and children gave hugs to staff members spontaneously. They clearly have a strong sense of belonging, forming strong relationships and are very familiar with routines. For example, children went to wash their hands without prompt before snack.

Interactions between children and adults are consistently very good and children co-operate well for their age. Children laughed and giggled as they followed each other and they listened to the requests of the staff. For example, staff asked one child to wait until there was room to wash their hands, which the child did. They mimic staff, copying them during activities and share their play and experiences with them. Children are starting to show empathy towards each other. For instance, one child kept saying "ow, ow" when she saw a child had hurt themselves.

Children are enthusiastic and interested in their play and learning. They giggled and laughed as they played with heart shaped balloons and children concentrated while attempting to pour glitter from one container to another. Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate. Children take part in activities resulting in a great feeling of achievement and high self-esteem. For instance, while painting a picture, one child beamed proudly as she received praise from a staff member. Children are enthusiastic to show or talk about what they have been doing. They pointed at displays on the wall, chatting to themselves, enthusiastically showing their drawings and sharing their achievements with the staff.

Children experience interesting age/developmentally appropriate opportunities that promote their all-round development. Children chose from prepared activities or take resources out to use. Some children adapt the activities to suit their own interests. For instance, one child used the wooden blocks to build a tower, naming the blocks 'big' or 'small' while carefully placing them on top of each other. Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. They receive encouragement and praise to wash and dry their hands independently and have opportunities to attempt to pour their own drinks from small jugs.

Care and Development**Excellent**

Care staff fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety and well-being. They regularly remind children about safety including “*we use our walking feet*” and offer a range of healthy foods at snack time. They record children’s actual times of attendance and promptly fill in an accident sheet, sharing the information with parents. The care staff have a thorough understanding of their responsibilities to protect children and answer confidently about what to do if they had any child protection concerns. They consistently implement robust cleaning and excellent hygiene practices, following and completing all cleaning checklists and have good COVID procedures in place. Care staff consistently follow the nappy changing procedures.

Care staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. They use gentle tones with the children, using positive reinforcement. For example, they use “*be gentle*” when encouraging children to share resources and use distraction techniques successfully with them. Care staff have an excellent understanding and knowledge of their children’s development and how this affects their behaviour. They vary the use of language when dealing with behaviour to suit the needs of the child. Care staff act as very good role models at all times, encouraging children to say please and thank you. They are consistently responsive; they genuinely listen and respect children’s views. The interactions are very positive, demonstrating warmth and kindness.

Care staff are committed to providing a broad range of play and learning activities. They tailor activities to meet the needs of the children, make changes and improve the children’s experiences. They adapt their language, approach and activities to suit the individual children. Care staff actively contribute to planning that shows progression and significantly supports the individual needs of all ages. They assess children’s engagement with activities to inform future practice, change activities/resources/areas depending on their use. They ensure that planning follows the children’s interests, evaluating the day’s activities and engagement levels to plan for the next day. Care staff fully participate in the assessment of children’s individual skills/needs. They discuss; as a team, children’s individual achievements, any changes they have noticed, as well as undertaking specific individual assessments. For example, the care staff noticed that some of the younger children had begun to use more animal noises while playing with the farm animals. This ensures that care staff recognise when children may have additional needs. They support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care. They take purposeful action in a timely manner and make effective use of the support services.

Environment

Excellent

People who run the setting have comprehensive and highly effective measures in place to ensure that everyone fully understands their responsibilities in relation to the safety and welfare of children. People who run the setting ensure that the environment is safe, secure, and extremely well maintained indoors and outdoors. They regularly carry out safety checks and ensure the gas certificate and PAT equipment is up to date. People who run the setting effectively organise consistent cleaning routines that reflect excellent hygiene practices. Their exceptional infection control practices successfully minimise any risks to children's health and safety. For instance, there are cleaning checklists, along with guidance within the main playroom and kitchen. People who run the setting complete comprehensive risk assessments that cover every aspect of the environment. They are thorough, completed frequently and they are of an exceptionally high standard. The RI goes above and beyond to ensure the environment is safe for children.

People who run the setting ensure the environment has a good indoor play space for children to move freely and explore. For example, children can use a range of areas including tuff trays, table top or carpet areas to carry out their play. They ensure the environment meets nearly all the children's needs and enables them to reach their full potential. Care staff enhance the areas with resources suitable for the children's age and stage of development as well as encouraging them to change and adapt it to suit their interests. On the day of inspection, the children did not use the outdoor area due to the adverse weather conditions. However, people who run the setting explained that they ensure that they use the outdoor play space as often as possible and as free flow, to allow children to choose if they want to play outdoors or indoors. We saw photographic evidence of some of the activities the children participate in while outdoors including the use of bikes, climbing apparatus and mark making. People who run the setting organise the environment well so that it provides a good range of play opportunities suitable for the children cared for. Children can access toys and resources from open shelves or from labelled boxes. They are also able to request anything which is out of reach from staff. The premises are very welcoming, warm and accessible to all.

People who run the setting ensure that all children can easily access excellent quality resources and an extensive variety of age-appropriate furniture, toys and equipment both indoors and outdoors to stimulate the children's interest and imagination. They carry out regular checks on toys, resources and equipment as well as regularly sanitizing them as part of their COVID procedures.

Leadership and Management

Excellent

The setting has a highly effective Responsible Individual (RI) who works closely with staff to ensure the setting is very well run, compliant with all relevant regulations and exceed the National Minimum Standards. The statement of purpose reflects the clear vision for the setting. The RI regularly reviews and updates the setting's comprehensive policies and fully implements these in practice.

There are effective procedures in place for self-evaluation of the setting. In August 2021, the RI reviewed the setting and consulted parents, children and staff as part of the process. We saw positive responses from parents on the questionnaires and parents told us they are extremely satisfied with the setting. Staff sought the views of children by offering informed choice and independence in the setting. The RI gathers staff views as part of the review, during supervisions and at weekly staff meetings. The Quality of Care Review is a purposeful document that reflects the feedback collected and supports a productive action plan that improves outcomes for children.

The RI implements robust recruitment procedures to ensure staff are suitable to work with children. Staff are highly qualified and they work extremely well as a team to support each other and promote children's development. For example, they meet daily to discuss their observations, share their knowledge and plan in a way that enables the children to develop. Staff know the RI values them as regular supervisions and annual appraisals provide opportunities to discuss their opinions and personal development. Staff also receive appropriate training and keep up-to-date with new initiatives to further their professional development, which ensures the setting continues to improve. For example, the RI has planned a number of training sessions in relation to schemas and supporting children with additional learning needs.

A huge strength of the setting is its drive to develop positive relationships with parents/carers and other professional bodies. There are excellent systems in place to keep parents well informed. For example, they are given a resourceful parent pack, frequent newsletters, verbal feedback and offered termly keyworker meetings. The setting has very strong links with other professionals including health visitors and speech and language therapists to support children successfully. The RI is developing a positive relationship with the local nursery school class, which enables a smooth transition for children to maintained education. In addition, people who run the setting also organise visits from the local library as well as cooking sessions, providing children with valuable links in the community and enriching their learning experiences.

Recommendations to meet with the National Minimum Standards

