



Inspection Report

The Meads Flying Start

**The Milford Haven Community School
Priory Road
Milford Haven
SA73 2EE**



Date Inspection Completed

10/11/2023

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About The Meads Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Pembrokeshire County Council Child Care and Play Services
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	12 October 2017
Is this a Flying Start service?	
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate 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 have a strong voice at this service. They know their needs, preferences and feelings will be taken into account and they can make their own choices and decisions. Children express enjoyment and they are comfortable, relaxed and very settled. Children have great opportunities to follow their own interests and they enjoy taking part in the activities on offer.

People who run the setting keep children sufficiently safe and healthy. Staff have completed mandatory training and have an appropriate system in place for monitoring children's progress and directing activities. Staff interact positively and kindly with children.

People who run the setting provide a clean, safe and suitable environment. The premises is welcoming, friendly and provides sufficient space for children to play. There is a variety of toys and resources, which are appropriate for different ages and stages of development. Unnecessary risks to children have been identified and as far as possible eliminated. The environment meets children's needs and is comfortable.

Leadership and management of the setting is appropriate and kept in an organised manner. They are passionate in ensuring they offer a high standard of care to children. They have developed good partnerships with parents and carers. There are acceptable systems in place for managing records, maintaining policies and reviewing the quality of care.

Well-being

Good

Children have a strong voice. They have good opportunities to make choices and decisions about what affects them and which resources they would like to use. At snack time children are given the option of where they would like to sit and confidently choose their seats. They also select the food they want, either verbally or by pointing. Children move freely between different activities. Children feel safe, happy, and comfortable at The Meads Flying Start. They are extremely content and show enjoyment. Children smile a great deal.

Children are settled and happy. They form close relationships with other children and staff and are familiar with all routines. We observed very strong bonds of affection, for example during a period where a child was upset, they sat down with a staff member and calmed down. Children express themselves well, both verbally and through non-verbal cues. They receive an immediate response to their requests and prompts. For example, when a child invited a staff member to look at a book with them, the staff member responded immediately and sat on the floor with the child, looking at and discussing the content of the book.

Interactions between the children and the staff are consistently good. The children co-operate well for their age. For example, they shared the resources when playing with the play dough tools and cutters. Children have a sense of belonging and are beginning to form friendships with each other. During free play, children played alongside one another placing cars in the toy garage. Children express empathy and care towards each other and listen carefully, responding and communicating with affection. For example, when a child had taken another child's favourite toy, they quickly returned the toy.

Children show good levels of engagement in their play and learning. They confidently engage in directed and self-directed activities. For example, children take part in a biscuit decorating activity as well as accessing the mud kitchen outdoors. Children play appropriately for their age and stage of development. Some listen attentively and play cooperatively, sharing resources, negotiating, taking turns and following direction from staff. For example, children followed instructions to use the hammer to smash the ice in the water tray outdoors.

Children have some opportunities to develop their skills and independence in line with their age and stage of development, which enables them to do some things for themselves successfully. For example, they access the sink with support to wash their hands and place the paper towel in the bin independently. They also feed themselves at mealtimes, retrieve resources independently and attempt to put on their all-in ones and wellingtons before accessing the outdoor area. Some children gain a sense of achievement from what they do and are eager to share their successes. For example, one child was excited to show us how they tightened the bolts on a toy, *'I need to tight it up. It's hard work.'*

Staff are aware of their responsibilities to keep children safe and healthy. They implement effective cleaning and hygiene procedures. Staff maintain the appropriate systems for storing food safely, and they all use disposable aprons and gloves whilst assisting children at food times. Nearly all staff members are aware of safeguarding procedures and can describe who they would contact if they had concerns, however not all staff members are confident in relation to The Prevent Duty. Staff complete accident forms appropriately. People who run the setting maintain effective registers which are accurate and reflect the exact arrival and departure times for both staff and children.

Staff manage interactions positively. They act as positive role models, treating children with kindness and care. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem, *"Give me a high five."* They encourage the children to say 'please' and 'thank you.' Staff manage the children's behaviour well; encouraging the children to wait their turn and to be kind to their friends. For example, staff encourage the use of a sand timer for turn taking and explain the need to share and be kind. Staff know the children very well and have positive and close bonds with them. Staff understand the children's preferences and are sensitive to the needs of each child. They collect detailed information about the children before they start and communicate well with parents. This ensures the individual needs of each child are met.

Staff respect children's feelings, for example by asking them if they can wipe their nose, *'Ready, steady, can I wipe your nose?'* We saw that children were comfortable with this routine. Nappy changing is carried out with dignity, care and respect and the procedure is followed correctly by nearly all staff members. Snack times are calm and organised. Staff ensure snacks are served with care and not rushed. However, children's independence is not always actively promoted during snack time as staff pour their drinks for them and prepare the fruit. Continuous access to water is actively promoted for all children at the setting.

Staff support children's learning in a positive way. They are knowledgeable about children's development and plan activities accordingly. They assess children's progress frequently and monitor their learning and development well. Staff are committed to promoting the Welsh language. They use Welsh frequently with the children, naming colours, numbers and alternating between English and Welsh in shorter sentences. Staff provide a balanced learning environment where children follow their interests as well as planning some structured activities, for example Autumnal craft activities. Staff are effective at extending children's learning and ensure they engage with them in meaningful ways during their play activities. Staff are fully aware of children's needs, routines, and habits.

Environment**Good**

People who run the setting have good systems to ensure the environment is safe and secure. The premises both inside and outside are secure and people who run the setting ensure they keep a record of visitors. People who run the setting keep risk assessments in place to ensure unnecessary risks to children are eliminated as far as possible. They ensure PAT testing is carried out and all other safety checks are in place. We saw consistent hygiene practices, minimising risks to everyone's health and safety.

People who run the setting ensure the premises are warm, welcoming and child friendly. The indoor areas are light, clutter free and give children space and freedom to move around. People who run the setting provide areas which are well arranged and presented with care, offering purposeful opportunities for rich learning experiences, encouraging curious learners to explore. They ensure children have considerable freedom to safely explore their indoor and outdoor environment. People who run the setting understand the importance of outdoor play to promote children's development. They ensure children have access to the outdoors as and when they want to. People who run the setting offer a large outdoor area which is safe and secure with a range of good play opportunities and equipment. For example, a playhouse, planting areas, mud kitchen and climbing equipment to name a few. People who run the setting ensure children can independently access resources by providing low-level storage, furniture, and equipment. This supports their development and self-directed learning.

People who run the setting ensure children have access to a wide range of resources that are of good quality and are age appropriate. They are varied to keep children's interests and are sufficient in quantity to give children plentiful choices. For example, there is a range of craft resources, jigsaws, a role play kitchen area with cooking utensils and accessories, cars and other vehicles, books, board games and small world resources. Equality and cultural awareness are promoted throughout the practice.

Leadership and Management

Good

People who run setting have a good understanding of their responsibilities as a provider. They are committed to providing a good service. People who run the setting have a number of policies and procedures which reflect the service offered. They provide a clear Statement of Purpose that accurately reflects the service provided. They ensure the relevant Disclosure and Barring Service (DBS) checks are in place for all staff and the responsible individual associated with the setting. There is valid public liability insurance.

People who run the setting ensure staff have valid first aid training and provide opportunities for further professional development. During the visit, people who run the setting were unable to provide full documentation in relation to all staff members, however we were provided with evidence of all documentation following the visit. People who run the setting carry out suitable supervisions as well as annual appraisals with staff, and these are clearly documented. Staff told us how much they enjoyed working at the setting and their pride and enthusiasm was obvious, *'I love it here. I feel well supported and we work well as a team.'*

People who run the setting have completed a suitable quality of care report annually. They seek the views of parents and carers as well as the children. They ensure appropriate contracts are in place for the children in their care and they provide a reliable service. People who run the setting maintain relevant permissions from parents.

People who run the setting work closely with parents. They keep them well informed about all aspects of the service and provide daily feedback on the children's time with them, both verbally and through an app. We spoke to parents during the visit, and all were very complimentary of the service provided, *'They're absolutely amazing here. My child settled quickly and they're sad when there is no session.'* People who run the setting understand the importance of working in partnership to ensure children experience all the support required to meet their individual needs.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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 20 - Child protection	Ensure all staff have an understanding of The Prevent Duty.

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 staff provide children with opportunities to further develop their independence at all times.
Ensure staff follow the nappy changing policy and procedure.

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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