Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gofal Plant Dechrau`n Deg Llanfawr/Flying Start Childcare

Ysgol Llanfawr
Ffordd Tudur
Holyhead
LL65 2DS

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

15/03/2024

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About Gofal Plant Dechrau`n Deg Llanfawr/Flying Start Childcare

Type of care provided.	Children's Day Care Sessional Day Care
Registered Provider	Isle of Anglesey County Council Childcare and Play Services
Registered places	20
Language of the service	Both
Previous Care Inspectorate Wales inspection	29 November 2017
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.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Good**
Leadership and Management	**Excellent**

For further information on ratings, please see the end of this report

Summary

Children's wellbeing is flourishing. They show interest and amazement in discovery through their play and learning experiences. Children are delighted and express enthusiasm and enjoyment. They clearly have a strong sense of belonging and are very familiar with the daily routines. Children show purpose and curiosity as they take part in a broad range of interesting experiences indoors and outdoors. Interactions between children and staff are consistently stimulating, and children cooperate enthusiastically and feel inspired and motivated. Children are developing increasing independence and self-help skills.

Staff are dedicated, professional and passionate about the care they provide. They support children to communicate exceptionally well and celebrate their home language. Their interactions are effective and meaningful. Staff are highly responsive and sensitive to all children's individual needs and support them purposefully in all aspects of their play and learning experiences.

The people running the setting provide an environment which is welcoming and secure. The indoor and outdoor areas are clean and well maintained. The people running the setting ensure the environment meets children's needs and enables them to reach their full potential. They make sure all children can access good quality age-appropriate furniture, toys, and equipment both indoors and outdoors to stimulate their interest and imagination.

The people running the setting are dynamic and have a clear vision for the service. They are passionate about planning engaging experiences and worthwhile opportunities to enhance and enrich the lives of children, their families and staff who work at the setting.

Well-being Excellent

Children have exciting opportunities to make choices and decisions about what affects them. As a result, their wellbeing is flourishing.

Children use a variety of methods to communicate effectively. They actively use signs and symbols to make their requests. For instance, during snack time, children communicated the sign for ‘more’ and staff responded to their request immediately. This made children happy. Children talk enthusiastically with staff about their families and show how they help their parents / carers at home. For example, a child said they liked helping their ‘mummy’ and demonstrated this by using the props in the home corner to show how they washed and dried the dishes. During outdoor play a child made a polite request to wear a ‘pink’ helmet, and this was responded to by staff straight away. As a result, the child was delighted to wear their chosen helmet and proudly pedalled their bike.

Children cope extremely well with separation from their parents / carers because efficient daily transitions fully recognise and support their individual needs. They clearly have a strong sense of belonging and are very familiar with the daily routines. For instance, they roll up their sleeves before washing their hands and help themselves to snack, pouring themselves a drink of milk or water. Children are confident to invite staff to engage in their play. For example, a child happily showed and talked to staff about how they mixed the soil and water before ladling the mixture into small plant pots.

Interactions between children and staff are consistently stimulating and children cooperate enthusiastically and feel inspired and motivated. They play alongside each other extremely well, engaging in stimulating and imaginative discussions. For example, children actively played in the warm soapy water tray taking turns to name and talk about the toy sea life creatures. They are learning about kindness. For instance, a child helped their friend by holding up a jug so that they could pour water into it by using a watering can. Children gently held their friend’s hand to walk to the outdoor play area. They co-operate positively to tidy up their toys and sweep up any spilled sand and soil from their play.

Children are highly motivated, animated, and fully engaged in their play and learning. They eagerly enjoy participating in interesting and stimulating opportunities indoors and outdoors. For example, a child was busy arranging the soft play equipment to make an obstacle course. They confidently demonstrated to staff how they could walk across successfully. During story time, children enjoy bringing the story and songs to life by using a variety of props. For instance, they used a shiny blue cloth for the sea and placed the crocodile puppets on top. They sang about how the crocodiles swim and created a lovely scene.

Throughout their play and learning experiences children are practicing their colours, numeracy and developing their language skills effectively. Children take part in activities resulting in a great feeling of achievement and high self-esteem. For example, children experimented with transferring weight using balancing boards and bean bags. They celebrated as they evened out the weight on the board to see it go up and down.

Children have excellent opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve effectively, develop creatively, to experiment and be imaginative.

Care and Development — Excellent

Staff are professional and passionate about the care they provide. They are consistently responsive and genuinely listen and respect children's views. Staff interactions are very positive, demonstrating warmth and kindness. They are sensitive to the needs and experiences of all children.

Staff fully understand and consistently implement the settings policies and procedures. They promote healthy lifestyles effectively. For example, staff achieve recognised high standards in relation to promoting healthy eating. They implement the Welsh Government food and nutrition guidance for childcare settings successfully. Staff have accomplished a best practice award from the local health board for foods and drinks provided at snack time. They follow effective procedures to support children with allergies and dietary needs. Staff have earned awards for implementing a toothbrushing scheme to encourage good dental hygiene among children.

Staff supervise children exceptionally well and complete relevant records accurately in relation to accidents, incidents, and medication. They know what to do in an emergency as they practise and record regular fire evacuation drills.

Safeguarding is prioritised and staff have a thorough and confident understanding of their role, responsibilities and actions needed to protect children. They record children's and their own attendance as part of their wider safeguarding practices to ensure there is a clear audit of who is caring for which child and at what times during the day. Staff have completed mandatory training suitable for the age range of children being cared for.

Staff have an excellent understanding and knowledge of child development and how this affects children's behaviour. For instance, staff encourage parents / carers to complete information about their child to support them in developing a caring strategy to help children settle and make sure all children's individual needs are met. Staff act as very good role models at all times. They consistently value children's efforts and take delight in their achievements.

Staff successfully implement the principles of the Curriculum for Wales. They plan comprehensively for the next steps in children's learning and consistently review progress. Staff sensitively highlight children's successes and difficulties, without being judgemental. They significantly support the individual needs of all children through a sensitive and responsive approach. They tailor specific activities and experiences to help each child to reach their full potential. Staff recognise when children may have an additional need and take purposeful action in a timely manner, making effective use of the local support services. They provide a vast amount of information for parents / carers, such as daily updates and observations of their child. Staff hold regular face-to-face meetings with parents / carers to discuss children's wellbeing and progress.

Staff are committed to providing an excellent range of play and learning activities. For instance, raising children's awareness about their local area, wider society, and Welsh culture through a variety of craft and story time activities. They engage effectively during children's play and learning. For example, staff ask open-ended questions, and make suggestions to help extend children's thinking during their play and learning. They skilfully interweave children's real-life experiences into their play to enrich their learning. For instance, encouraging children to make links between the story, song, rhyme, and their own experiences. Staff give children feedback that encourages positive learning dispositions such as persistence, concentration, and completion.

Environment — Good

The people running the setting work diligently to create an attractive and interesting environment to develop children's play and learning purposefully. The environment is welcoming and clean.

The people running the setting ensure required health and safety checks are complete and they follow robust procedures in relation to visitors accessing the setting. They complete risk assessments efficiently and outline the actions to be taken to reduce and prevent risks to children. The people running the setting make sure staff implement good cleaning routines and follow current infection control guidelines well. They make sure staff follow appropriate hygiene procedures during nappy changing and at mealtimes.

The layout of the play areas promotes children's independence successfully, enabling them to access toys and resources with ease. There is a good selection of recycled and natural resources to develop children's sensory, language, numeracy, and self-awareness skills. Attractive cosy corners enable children to rest and have quiet time. The people running the setting make sure there are ample toys, resources, and furniture suitable for the ages cared for. There is a designated area for children to store their personal items, which creates a sense of belonging. They present children's artwork attractively and this shows children their efforts are valued. There is a good selection of books available, and these are displayed nicely, inviting children to read them.

The people running the setting promote children's awareness about the world around them, their Welsh heritage and wider society effectively. For example, there are dolls and small world figurines showing people from different cultures. Photographs of children participating in activities to learn about their Welsh culture are displayed on the walls. For instance, dressing up in traditional Welsh costumes, painting daffodils and celebrating festivities. The people running the setting have purchased new resources such as natural and sustainable toys and equipment and household materials to help develop children's curiosity.

The people running the setting ensure the outdoor play area is organised well with a good range of equipment and climbing apparatus for children to choose from and develop their physical and fine motor skills. The people running the setting also recycle and re-use materials effectively to decorate the outdoor area and make interesting features to develop play and learning. For example, a selection of re-cycled milk cartons are used to make an interesting water station, small plants are grown in yoghurt pots and pieces of wood are organised to attract insects and develop children's learning about the natural world.

The people running the setting make sure children can learn about re-cycling their food waste, planting, and growing flowers. This develops children's understanding of the importance of caring for their environment.

Leadership and Management — Excellent

The people running the setting are professional, dynamic and have a strong vision for the setting that they share with others. Partnership working is exemplified creating an environment where the child is at the centre of everything the setting does.

The people running the setting set high expectations and actively encourage their staff to implement current best practice. The people running the setting maintain and share an up-to-date statement of purpose that accurately reflects the service provided. They review the policies often and ensure these are implemented in practice. The people running the setting engage effectively with Care Inspectorate Wales (CIW) and understand their regulatory responsibilities. They regularly review the operational plan, helping them to define responsibilities, daily tasks, and activities in detail. The people running the setting have an excellent understanding of their responsibilities to promote the Welsh language. They are currently working towards their Welsh Language Charter silver award and implement the obligations of the Active Offer of the Welsh language.

The people running the setting evaluate all aspects of the setting effectively. They use external agencies' advice and draw on the comments of children, parents / carers, and staff to expertly develop and improve the provision and support children's play and learning experiences. For instance, further developments are being considered for the outdoor play area, giving children more opportunities to play in the fresh air in all weathers. The people running the setting have very strong links with a wide range of professionals, the community, and other stakeholders to help create better outcomes for children.

The people running the setting follow timely and robust recruitment processes, to safeguard children. They have, generally, good systems in place to update suitability checks as required. However, at the time of our visit, one of the Responsible Individual's enhanced Disclosure Barring Service (DBS) certificate had not been renewed. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Following our visit the Responsible Individual took immediate action and confirmed their DBS renewal is in progress. The staff performance management process is successful and encourages staff to attend a broad range of training and to apply their learning effectively in practice.

The people running the setting ensure regular, good quality supervision and appraisals are carried out. This ensures consistency of practice, a time to value and appraise the staff member's work and promote their health and wellbeing. There is a culture of continuous professional development which is modelled by the people running the setting. They ensure staff are deployed well to ensure adult: child ratios and children's individual needs are met.

The people running the setting have established exceptional links with a range of partners. They work closely with the local school through activities for example, participating in seasonal concerts. All communication and engagement systems with parents / carers are innovative and fully inclusive. For example, the people running the setting plan family and parent / carer sessions throughout the year, focusing on local community needs and priorities, such as sharing information on healthy foods, children's sleeping routines, mental health, and general welfare support groups.

The people running the setting work alongside parents / carers to support the all-round development of their child, this is a highly effective element of the setting's work. For example, by offering books, resources, and equipment for parents / carers to use at home. The setting has a warm and welcoming ethos, which the parents / carers value, developing very strong relationships and effective open communication. As a result, this creates overall exceptional outcomes for children.

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
6	The responsible individual must ensure they have a current enhanced Disclosure and Barring Service (DBS) certificate. They must ensure they make arrangements with CIW to present their current DBS certificate.	New

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)
	No NMS Recommendations were identified at this inspection

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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