Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Dysgwyr Bach Childcare Centre

Capel Crescent, Pillgwenlly, Newport, NP20 2FT

01633235534

The inspection visits for this service took place between 31/12/2025 and 30/01/2026

Service Information:

Operated by:	Newport City Council Child Care and Play Service
Care Type:	Children's Day Care
Registered places:	56
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Excellent
Care & Development	Excellent
Environment	Excellent
Leadership & Management	Good

Summary:

Children are extremely happy and relaxed at the setting, their voices are strong. They have great fun playing with their friends and have excellent opportunities to develop independence and follow their interests. The children have developed exceptionally strong bonds with staff and receive extremely warm and responsive care.

Staff are professional and passionate about their roles and successfully implement policies and procedures to keep children safe and healthy. Staff are excellent role models as they interact positively with all the children. They plan an extensive range of exciting activities led by children's interests and support children's developmental needs effectively. They keep good systems of records of children's progress, and these are shared with parents and Care Inspectorate Wales who help to support children's overall development.

Highly effective measures are followed to ensure the environment is safe, secure and well

maintained. Comprehensive risk assessments are in place, with staff proactively identify and eliminate any emerging hazards or risks to children. Children have access to a spacious indoor playroom and a well-equipped outdoor area. Resources are plentiful and allow children to freely choose activities and toys themselves.

There is strong leadership and management at the setting. The management team are passionate in providing a good service. They have developed strong relationships with a range of partners. Parents are highly complementary about the care and opportunities their children receive.

Findings:

Well-being — Excellent

Children are very confident communicators as their wants, moods and needs are fully considered. They follow their interests and enjoy freely exploring the resources, toys and activities that are on offer. For example, they can easily move around their base room happily choosing toys and activities they wish to play with. Children are confident speakers, verbal and non-verbal cues are reacted to and they confidently share their opinions and requests with staff. For example, during rolling snack time a child pushed their plate forward to signal that they wanted more snack and staff put more food on their plate. Children's opinions and interests are highly valued, acted upon and continually reviewed. They are given choices about their activities and whether they want to play indoor or outside in the garden. There is a very good balance of adult led and child-initiated play. For example, children chose to join in with adult led activities or choose which story or song they would like during the session.

Children cope extremely well with separation because efficient daily transitions fully recognise and support individual needs. These are effectively implemented. For example, children are greeted warmly at the door by the leaders before being accompanied to the main playroom by the staff the children know very well. They are greeted with smiles and reassurance if needed. The identical routine in the morning and afternoon sessions, help supports children's transition and their wellbeing as they get older. Children clearly have a strong sense of belonging. They confidently interact with the staff, sharing their news or sitting on their lap for a story. Children are very familiar with routines, standing at the main door whilst waiting for everyone to be ready to go outside to play.

Interactions between children and adults are consistently positive and children respond well to staff requests or questions. For instance, when children were fishing for feelings, they were asked by staff to show that feeling. Children happily did this, changing their face to show happy by smiling or looking angry or sad. Some children confidently approached us to ask us what we were doing or to ask us to help them with an activity. Children are developing friendships and play alongside or with others appropriate to their age/stage of development. For example, older children co-operate enthusiastically sharing toys or calling for their friend to sit next to them at snack time.

Children are highly motivated, animated and fully engaged in their play and learning. For example, a child wanting to go down the slide, called out to another child who was waiting on the mat at the bottom of the slide. *"You can't stand there, I'm coming down the slide."* Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate the session. They can choose to engage with the resources and toys. For example, children freely explore the toys and resources on offer, using these as part of their play or taking them to other areas of the playroom. For example, a small group of children took soft toys to book

area and sat the soft toys down before starting to read a story to their toys, pretending to be staff reading to the children. This shows they enjoy copying staff and are proud of following their example.

Care & Development — Excellent

All staff have a strong understanding of their responsibilities to safeguard children. They clearly understand the process to follow if they have any child protection concerns. Staff implement robust cleaning and good hygiene practices and encourage children to follow good practices themselves. For example, they support children to wash their hands before snack and carry out daily toothbrushing. Staff promote healthy eating and provide a range of healthy snacks including fruits and vegetables. All staff fully understand and consistently implement the setting's policies which promote healthy lifestyles, physical activities, personal safety and well-being. For example, they remind children about allowing plenty of space around the slide outside so that children do not get hurt by one another. They react to children's verbal and non-verbal cues and ensure that they understand the children's needs.

All staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. They regularly praise children with well done and that's lovely. They remind children about their expectations. For example, staff remind children about using kind hands with each other or encourage them to share and take turns. Staff are consistently responsive, genuinely listening to and respecting children's views. Staff respond really well to both verbal and non-verbal communication. The interactions are very positive, demonstrating warmth and kindness.

Staff know the children very well. They are sensitive to the needs and experiences of individual children. They kneel or sit at children's level and use language suitable to children's development and understanding. Written observations and planning show the children are regularly observed and their developments are recorded. Key workers and the leaders at the setting evaluate and develop their system of planning, observation and next steps in response to training and the needs of the children in their care. Staff support and provide for children with additional needs. They work closely with outside agencies to implement strategies to support children with additional needs and share information regularly. Staff provide good opportunities to develop independence, encouraging children to try things for themselves. Staff use incidental Welsh during the sessions. For example, circle time staff encourage children to count in Welsh and English. Some staff are fluent speakers in other languages, and they are called upon to help children settle and feel at home by speaking their home languages.

Environment — Excellent

Leaders and staff ensure children are cared for in an extremely safe and secure environment. They are vigilant, supervise the children closely at all times and ensure only authorised persons have entry to the setting, maintaining an electronic register of any visitors. The premises are in good condition, routine maintenance checks for the premises and any appliance checks are conducted regularly, including smoke alarms, fire extinguishers and periodical electrical checks. Staff follow a range of effective risk assessments. They carry out visual daily safety checks of the indoor and outdoor area, which highlights any risks and take appropriate action when needed. For example, they may remove any broken resources or equipment to be repaired, or they may contact the site maintenance to deal with any environmental issues. They complete fire drills regularly with appropriate records kept and notes made of any relevant issues encountered.

The environment is clean, warm and very welcoming. The play areas provide a high-quality environment for children to play and learn. We observed children moving freely and confidently between each space, relishing in the activities and resources on offer. Staff explained that the outdoor area is opened after children settle down once everyone has arrived. Children have appropriate clothing and footwear for outdoor play in all weather. Indoors, both playrooms are presented with care and natural décor, providing a calming environment. Clearly defined areas offer rich learning experiences such as role-play, messy play, creative, and construction as well as a cosy reading corner. The layout of the environment in conjunction with low-level furniture and resources fosters children's independence. For example, they confidently access low level storage with open shelves and baskets finding what they want with ease. Outdoor provides a range of opportunities to support children's overall learning and curiosity as well as their physical development. Children's toilets are clean and suitable for the age ranges cared for. The nappy changing facilities and toilets promote children's privacy, dignity and respect.

Children benefit from a purposeful range of age-appropriate, clean and highly maintained resources, equipment and toys which are of excellent quality. The setting has high 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. Regular checks are conducted to monitor quality. There are a beneficial number of resources which help children learn about diversity and promote their cultural awareness such as books, dolls, small world people and displays. The outdoor area provides excellent opportunities for children to develop their physical, creative and investigative skills.

Leadership & Management — Good

Leadership of the setting is good. The leaders maintain and share an up-to-date comprehensive statement of purpose that accurately reflects the service provided. However, we noted that most of the contact phone numbers for the setting was not updated. Leaders have developed a wide range of policies, which are reviewed regularly and updated as required. However, the uncollected child policy is not clear about the timeline when the setting needs to report any significant issues to CIW. Leaders ensure that they collect and securely store the required information when children start their placement. Leaders engage positively with Care Inspectorate Wales, completing notifications when there are changes at the setting and they have successfully implemented the recommendations from the last inspection.

Leaders actively implement self-evaluation. They seek and implement the suggestions of children, their parents/carers, staff and other interested partners. Leaders produce a good quality of care report which includes information about what they do well, their priorities for improvement and a summary of responses they received.

Leaders follow timely and robust recruitment processes to safeguard children. Staff files show that regulatory pre-employment checks are carried out. They ensure that staff are suitable to work with children. Leaders employ suitably qualified and experienced staff and implement a good induction procedure. The performance management process is good and encourages staff to attend a range of training. For example, staff told us that they have attended training including learning behaviour management training. Leaders carry out suitable supervision and appraisals with staff. These allow staff to discuss their personal development, their strengths and weaknesses and what support is needed to be in place. Leaders consistently ensure that practitioners are deployed effectively to ensure children's needs are fully met.

Leaders ensure that all communication and engagement systems with parents are good. They keep parents well informed. Parents told us that the staff are amazing, and they do a brilliant job. They receive daily verbal feedback about their child which focuses on positives and know that staff will talk to them if there are any issues. They said their children love coming. Leaders have very good links with a range of professionals. They have developed strong links, responding positively to information and advice given to improve children's well-being and identified needs. Outside agencies help staff to put children at the centre of everything, they welcome any suggestions for improvement, and they are open to change.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 1 - Information	Ensure that the statement of purpose contains the correct contact details for the setting.
Standard 1 - Information	Ensure uncollected children policy states that the provider is required to notify their local safeguarding board and CIW as soon as possible or within 48 hours of any incident occurring.

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