Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Graig Y Rhacca

Flying Start Centre, Addison Way, Graig-y-Rhacca, Caerphilly, CF83 8WW

02920869694

The inspection visits for this service took place between 19/10/2026 and 20/10/2026

Service Information:

Operated by:	Caerphilly Flying Start
Care Type:	Children's Day Care
Registered places:	20
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 makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are happy, settled, relaxed and enjoy their time at the setting. Their voice is strong as they have excellent opportunities to make choices and decisions about their experiences. Children develop positive, healthy relationships with their friends and staff support them to develop a strong sense of belonging. They have exciting play and learning opportunities that support their independence and help them develop a wide range of skills.

Children are supported by caring staff who know them exceptionally well and consistently promote their health, safety and well-being. Positive relationships, effective safeguarding arrangements and child-centred planning create an inclusive environment where children feel valued, develop confidence and make very good progress in their learning and development.

Children access a safe, nurturing and stimulating environment that supports them to play, learn and thrive. Leaders maintain excellent safety arrangements and provide well-resourced indoor and outdoor spaces. Resources are accessible, well maintained and carefully chosen to promote children's independence, curiosity, creativity and physical development.

Children and families benefit from a caring, committed and enthusiastic team who work together to provide a high-quality service. Leaders and staff develop strong partnerships with families, external agencies and professionals to ensure children receive consistent care, support and opportunities.

Findings:

Well-being — Excellent

Children make meaningful choices about how they spend their time at the setting. They move confidently between activities and areas, independently transporting toys and resources to support and extend their play. Children express themselves confidently, knowing staff listen to their needs and value their views. They chat happily with staff as they play and learn, eagerly inviting them to join their activities. Children's voices are very strong at the setting as staff actively respond to children's interests and use this information to inform planning and enrich learning opportunities. For example, a child's interest in spiders directly influences planned experiences, including a bug hunt and fine motor activities using spider themed resources.

Children are settled, happy and enjoy their time at the setting. They arrive confidently and separate easily from their parents and carers. Children are relaxed and comfortable in their surroundings and readily engage with staff, visitors and their peers. Well established routines and resources create a strong sense of belonging. For example, children independently place their photographs on the self-registration board and recognise their own personalised coat hooks. Children move smoothly through daily routines and transitions because they know what to expect and receive consistent support from staff. As a result, children demonstrate a strong sense of security and feel valued within the setting.

Children play happily alongside each other, communicating confidently during play, regularly using each other's names and inviting them to join their activities. They cooperate well, showing respect for each other, resources and toys. Children interact enthusiastically with staff, who communicate in a manner that is respectful, friendly and encouraging. They respond positively to these interactions, confidently sharing their ideas and inviting adults to participate in their play and learning experiences.

Children are highly engaged in their play and learning. They participate enthusiastically in both child led and adult supported experiences and sustain concentration well. For example, children remain focused during a pumpkin themed creative activity and actively contribute during circle time, where they engage with a story about emotions.

Children have excellent opportunities to develop their independence skills. They independently select resources, initiate play and gather equipment needed for activities. Children take increasing responsibility for their personal care, washing and drying their hands and serving themselves food during snack time. Staff provide encouragement and support that helps children develop new skills while maintaining their independence. For example, staff support a child to do up the zip on their coat, encouraging them to develop their independence and creating a sense of achievement.

Care & Development — Excellent

Staff demonstrate an excellent understanding of their roles and responsibilities in keeping children safe and healthy. They fully understand and consistently implement their policies and procedures to promote healthy lifestyles, personal safety and well-being. Staff speak with confidence about the procedures they follow should they have a concern about a child, with robust safeguarding arrangements in place. Staff have gained recognition through initiatives including the Healthy and Sustainable Pre-School Scheme and Designed to Smile, reflecting their commitment to promoting children's health and well-being. Staff are clear about the systems they have in place when managing food allergies or preferences, ensuring children's individual needs are met safely and consistently. Staff actively promote healthy lifestyles. They encourage children to make healthy choices at snack time and provide daily outdoor play experiences that support their physical development and wellbeing. Staff record children's attendance accurately and are highly meticulous in maintaining records, including accident, incident and medication logs. They effectively analyse this information to identify patterns and trends, enabling them to monitor children's safety and well-being and make adjustments when necessary. Staff practise regular fire drills with children, ensuring they are familiar with emergency procedures and know what to do in the event of an evacuation.

Children experience warm, nurturing relationships with staff who know them exceptionally well and respond sensitively to their individual needs. Interactions are consistently positive, respectful and encouraging. Staff demonstrate a thorough understanding of children's individual needs and adapt their interactions accordingly. They treat children with kindness and use effective behaviour management strategies. Staff interact in a patient, caring manner and chat naturally with children to support their play, learning and emotional well-being. They show genuine interest in what children do, using praise thoughtfully to celebrate achievements and encourage perseverance. Staff speak respectfully to children and to each other, acting as excellent role models. They consistently model positive communication and use gentle tones, explanations and distraction methods effectively.

Staff clearly recognise how best to support children, providing an extensive range of play opportunities for them to explore. As a result, children are at the centre of their own learning and development. Staff operate an effective key worker system that ensures excellent development records are completed. Staff track children's progress and use this successfully to identify and plan meaningful next steps. Arrangements are in place to support children with additional needs, including detailed records, targeted planning and partnership working where required. Staff promote awareness of diversity through resources, activities and celebrations that reflect different cultures and backgrounds. The Welsh language is integrated naturally throughout the day through songs, stories, routines and conversations, helping children to become familiar with Welsh words and phrases in meaningful contexts. As a result, children benefit from an inclusive environment that supports their individual development and broadens their understanding of the world around them.

Environment — Excellent

Leaders have highly effective measures in place to ensure staff fully understand their responsibilities in relation to the safety and welfare of children. Staff ensure children are cared for in an extremely safe and secure environment. They remain vigilant and always supervise children closely. The premises are secure, with locked external doors, fenced outdoor areas and padlocked gates preventing unauthorised access. Only authorised persons are permitted entry to the setting and a log of all visitors is maintained. Routine maintenance checks for the premises and appliances are carried out frequently, including checks on smoke alarms and fire safety equipment. Leaders ensure effective systems are in place to support infection control, and they store hazardous substances away securely. Risk assessments cover all aspects of the service, including the premises, outings, fire safety and activities. They are reviewed regularly to ensure they remain relevant and effective.

The environment is extremely welcoming and very child friendly. Leaders use neutral colours and resources throughout the setting, creating a sense of calmness and relaxation. The indoor playroom is light and well organised and provides a rich environment that supports children's play, learning and development. Leaders ensure there is ample space for children to move freely and independently and provide areas for children to relax and unwind. Children access a broad range of experiences through clearly defined areas, including opportunities for imaginative play, construction, creative activities, books and sensory exploration. The outdoor environment further extends learning opportunities, offering access to a variety of physical, exploratory and nature-based experiences. Children are encouraged to participate in physical activity, such as using bikes, scooters, climbing frames and a wide range of resources that promote active play and physical development. The environment reflects children's interests and achievements; displays of children's work, photographs and learning journeys help children develop a sense of belonging within the setting.

Leaders provide high-quality furniture, toys and resources that stimulate children's play and learning. Resources and equipment are clean, well maintained and easily accessible, enabling children to independently choose what they want to play with. Many resources are made from natural materials and can be used flexibly, encouraging imagination and open-ended play. Furniture is appropriately sized for children, allowing them to sit and play comfortably. For example, tables and chairs are the correct height for children, and provide a surface where they can eat snack, communicate, socialise and play. Resources are plentiful and in excellent condition.

Leadership & Management — Excellent

Leaders have a very strong sense of purpose seeking to promote and sustain excellent outcomes for children. They are passionate about children's wellbeing, and share this passion with staff, creating a highly motivated and positive team. Leaders are highly organised and conscientious. They keep written records consistently and effectively and store them securely. There is an extensive range of policies and procedures which are regularly reviewed. Leaders are clear and knowledgeable about their regulatory responsibilities and make the required notifications to Care Inspectorate Wales (CIW). The statement of purpose clearly reflects the service provided and supports families to understand the settings ethos and values.

Leaders reflect regularly on the quality of care they provide. They complete a detailed report that celebrates achievements and identifies areas for development. This process includes the views of children, parents and staff, ensuring everyone has a voice. Leaders set clear, realistic targets that align with current best practice. They use this information to plan improvements and maintain a very high quality of provision.

Leaders recruit and manage staff to a very high standard. They ensure appropriate recruitment procedures are followed and ensure all staff are suitably qualified and experienced. Leaders maintain a clear system to track Disclosure and Barring Service (DBS) status and training records. Staff complete all mandatory training and access further professional development through regular supervisions, appraisals and training opportunities. Leaders support staff well and respond quickly to any concerns. This results in a confident, capable and motivated team who provide exceptional care for children.

Leaders and staff establish highly effective partnerships with parents, professionals and the wider community, which make a significant contribution to children's wellbeing and development. They have established strong, trusting relationships with parents. Parent feedback is positive and demonstrates a high level of satisfaction with the care their children receive. Leaders have highly effective working relationships with a range of external support agencies and professionals, such as the Caerphilly Inclusion team, family support agencies, health and safety officers and health visitors. Leaders have established links with partners in the community and make effective use of these to enhance children's experiences and support families. For example, they organise visits for children to the local library and hold a weekly cookery club at the local community centre to support families. In addition, they maintain strong links with the local school and work closely with school staff to support children's smooth transition to primary education.

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)
	No NMS Recommendations were identified at this inspection

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