Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Pantside

Flying Start Rooms
Pantside Primary School
Old Pant Road
Newbridge
NP11 5DE



Date Inspection Completed

26/04/2024

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About Flying Start Pantside

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Caerphilly Flying Start
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	22 and 23 May 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are happy, settled and have worthwhile and beneficial play and learning experiences at the setting. They make choices about activities they engage in and are free to move between all opportunities offered throughout. Children have warm relationships with staff and interactions are consistently positive. Children's social and independence skills are developing well and age appropriately.

Staff keep children safe and successfully implement nearly all the setting's policies and procedures effectively well. Interactions between staff and children are always warm and positive and staff sensitively support the needs of all children. Staff plan around themes and by considering children's interests and suggestions. They organise a good range of purposeful play and learning activities and experiences.

The environment is welcoming and well organised. The people running the setting ensure staff consistently implement good cleaning routines and infection control practices. The indoor and outdoor environments are clean, safe, and suitable for the children to play independently. All relevant risk assessments are in place to ensure potential hazards to children are identified and minimised. The people running the setting make sure there are good quality toys and resources for indoor and outdoor activities suitable for the ages and stage of development of children being cared for.

People running the setting manage it successfully. Leadership and management of the setting is good. The staff team are effective and work well together. Parents / carers speak highly of the setting, the opportunities, and the care their children receive.

Well-being — Good

Children arrive eagerly at the setting and cope well with separation from their parents / carers. They are comfortable in their surroundings and with those caring for them. Children's independence skills are developing as they become aware of daily routines such as toileting and washing hands.

Children communicate successfully and confidently with staff and each other. They show a positive interest in activities. Upon arrival most children immediately engage positively in the experiences available to them. Nearly all children show curiosity and explore a variety of valuable play opportunities. For example, children engage in free play activities and role play with the animal tuff tray. This included the polar bear climbing to the top of the mountain and then falling back down as it was icy. Children are aware of the moods and the feelings of others at the setting.

Children have formed positive bonds with staff and each other, and this has a clear and beneficial impact on their well-being. For example, children and staff enjoy playing hide and seek outdoors, playing together in the tuff tray and sitting in the quiet area listening to staff reading. Children are assigned a key worker and welcomed by all staff in a friendly manner upon arrival. The care they receive is tailored to their individual needs and provides a warm transition from their parents or guardians. Examples include children being comforted and others immediately introduced to activities. Children understand that staff respond purposefully to their individual needs and requirements and nearly always approach them for support. For example, a few children require staff support during activities while others enjoy being independent.

Children have built worthwhile friendships with each other and work together co-operatively. For example, laughter and giggles of enjoyment were heard in the activities at the tuff tray and with the dinosaurs. They patiently wait their turn in all activities. For example, children sharing resources in the tuff tray and taking turns with the toys available.

Children develop their independence skills well through the purposeful activities prepared and with the support of staff. Examples include, children deciding on the activities they take part in and what resources they use both indoors and outdoors. At snack time, children are encouraged to spread butter on their crackers independently using appropriate utensils. They are also encouraged to cut a fruit of their choice. Once they have finished, they put any food waste in the bowl in the middle of the table. .

Care and Development — Good

Staff successfully implement the setting's policies and procedures ensuring children are safe and healthy. They receive regular and valuable safeguarding training and thoroughly understand the setting's safeguarding procedures. The setting has a high-quality Care and Concern file which contains relevant documents which are signed and dated. Staff record accidents and incidents accurately and ensure these are signed by parents / carers to evidence they have been kept informed. At present, accidents and incidents are not formally analysed to determine the cause, identify emerging patterns to prevent further accidents of a similar kind in future. Staff keep effective records of pre-existing injuries when children arrive at the setting. These include detailed information including dates, signatures and actions taken by staff and parents / carers. All current members of staff have achieved paediatric first aid training, enabling them to deal with accidents appropriately. Staff have clear systems in place if medicines are to be administered. They securely store medicines and record the administration of medicines, including last dose administered. Staff follow the Welsh Government food and nutrition guidance, they encourage children to eat healthily and provide them fruit, crackers, and water at snack time. Staff are aware of children's dietary needs and any allergies are dealt with appropriately and safely. All information is updated to ensure staff are fully informed regarding children's individual needs. Staff wear Personal Protective Equipment (PPE) when preparing and serving food to the children. Staff encourage children to wash their hands before and after eating to help develop their personal hygiene practices, but this is not implemented consistently after children return from outdoor play.

Staff provide positive and warm relationships with children. A staff key worker system is in place, to help with children's individual assessments and to provide parents / carers with a point of contact. Staff are caring and patient when talking to children. Examples of interactions include, discussing whether it was an idea to peel the banana before cutting it and questioning about their favourite foods. Staff create a relaxed atmosphere, and as a result, children are comfortable. Staff support children's social behaviours effectively. They skilfully remind children about appropriate behaviours and interactions and nearly all children respond accordingly. For example, when children were running indoors, staff asked children to "tell your feet – walking feet inside" and when a child placed their feet on the table, staff asked if they belonged on the table.

Staff promote children's play, learning and development, planning a range of consistently good activities. Examples include arts and crafts, a tray with various animals and role play.

Staff consult children and gather their ideas for activities. Staff include children's suggestions for planning, and these are noted on appropriate planning documents including staff observations and preparation for the next steps in the child's learning. For example, planning is displayed as a spider diagram and notes opportunities for children's input. Evidence was presented of activity books including children's ideas and photographs of activities. Incidental Welsh was heard within the setting.

Environment — Good

The people running the setting make sure the premises is welcoming and warm. They provide a good environment for children which is used successfully to promote their learning and development. The open plan nature of the setting promotes children's independence, curiosity, and learning. The people running the setting enhance children's experiences by providing them free access to age-appropriate activities and resources. The people running the setting ensure the environment is safe and secure. They have a suitable system to manage access into the premises. For instance, visitors are granted access by staff through the main entrance which is secure. The outdoor area is safely enclosed by fencing.

The people running the setting have ensured risk assessments are regularly reviewed and reflective of the premises, activities and outings children participate in. They make sure potential hazards are identified and sufficient measures implemented to minimise these risks to children. The people running the setting conduct daily health and safety checks of the indoor and outdoor area. Evidence was presented to support that all other regular maintenance and safety checks are completed within appropriate timescales. Examples of evidence included fire and smoke alarm testing, fire extinguishers and electrical testing. The people running the setting make sure fire drills are conducted regularly to help staff and children know what to do in an emergency. They note the outcome so as to make improvements in future practice. The toilet facilities are age appropriate, with appropriately situated sinks, which and the area meets children's privacy and dignity requirements. Cleanliness of the setting is consistently good, and it is cleaned daily. Staff were observed cleaning regularly during the day especially before and after snack time.

Children can access the toilets independently. Resources are stored at appropriate levels and children can access them and make their own choices. The people running the setting ensure children have access to resources which include a painting easel, tuff tray and building blocks. There are also role-playing resources, a small kitchen and dressing up clothes. The outdoor area is appropriate for the requirements of the children and is accessed by an external ramp. Due to the location and incline of the ramp, it was assessed as a potential risk to children riding down on bikes, children cannot make independent choices of being indoors or outdoors. Outdoor resources include age-appropriate bikes, slides, obstacle blocks and a mud kitchen. People running the setting reported that the outdoor area will be developed further to offer new experiences to children. All resources are appropriately and securely stored.

The setting provides a worthwhile range of age-appropriate toys and resources that keep children engaged. All furniture and equipment are age-appropriate and of good quality. All toys and play equipment are clean and well-maintained and were regularly cleaned during the day. There was a range of resources to promote cultural awareness, celebrations, and diversity within the setting.

Leadership and Management — Good

People who run the setting are skilled and experienced and have a valuable and thorough vision for the future development of the setting. Leadership and management of the setting is effective and successful. They have positive expectations of staff and skilfully support them to do their best through offering regular training. The statement of purpose is reflective of what the setting offers and provides parents / carers with the information they need to make an informed choice about the provision. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. They have appropriate record keeping systems in place including children's contracts, external agency visits, children's attendance, and staff files. People who run the setting inform Care Inspectorate Wales (CIW) of many events as set out in regulations, providing relevant information at the correct times. Despite following all their internal processes and procedures, they have failed to inform CIW of safeguarding referrals as set out in the regulations. Whilst no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting have useful systems for the evaluation of the setting. They regularly seek feedback from parents, staff, and children using beneficial questionnaires. Information is used effectively to review performance, identify priorities for improvement and to further improve opportunities for staff and children. People who run the setting value their staff. There is a valuable and positive ethos of teamwork within the staff team, and they work together to ensure the best opportunities and outcomes for children. Staff regularly have team building activities such as a taking part in a radio quiz and meeting regularly outside of work. The staff are experienced and make sure children are safe. During the inspection, staff files we looked at contained evidence of regular supervisions and appraisals and evidence of additional training completed. Staff felt supported by management and feel they can confidently talk and discuss ideas and concerns with them.

Partnerships with parents / carers and outside agencies are consistently good and successfully support the work of the setting. Staff share regular daily updates with parents / carers at collection time. Information shared regularly includes photographs of activities. Parents / carers told us their children receive consistently good care and feel involved in the setting. Examples of comments included 'their social skills have improved,' 'keep doing what they are doing,' 'there is a good variation of activities' and 'they need to keep doing what they are doing.' The setting has a strong partnership with the local school situated on the same site and also the Local Authority.

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

31	People running the setting have not notified Care Inspectorate Wales of Safeguarding Referrals made to the Local Safeguarding Board.	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)
Standard 10 - Healthcare	Ensure children practice good personal hygiene, encouraging them to wash their hands after outdoor play activities.
Standard 21 - Notifications of significant events	Ensure that Care Inspectorate Wales is informed of significant safeguarding events in line with the regulations

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)
Routinely analyse accidents and incidents that occur within the setting to determine the cause and to prevent further accidents of similar kind.

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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