



Inspection Report

Flying Start St James

**St James Primary lcc
St James Primary School
Pen-y-Cae
Caerphilly
CF83 3GT**



Date Inspection Completed

15/12/2023

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About Flying Start St James

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Caerphilly Flying Start
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	10 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.

<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 make choices and influence the direction of their play. They are happy and relaxed in their relationships with staff, showing trust and warmth. Children behave kindly and considerately, communicating appropriately with both adults and their peers. They value regular opportunities for active play in the outside area. They have growing independence and confidence in their own abilities.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They care for children in a kind and relaxed way. Staff support children's learning and development successfully and facilitate an interesting variety of activities.

Managers ensure the environment is safe, secure and well maintained indoors and outdoors. They identify and manage risks appropriately. The indoor areas are welcoming and accessible to children. The large outdoor environment provides a superb space for regular active play. Managers provide age-appropriate resources to promote children's curiosity, imagination and creativity.

Managers are motivated and have the skills to manage the service successfully to meet children's needs. They have a clear vision for how they wish to develop the service and they are committed to ongoing improvements. They recruit, manage and deploy staff effectively.

Children are settled and show enjoyment and enthusiasm for the setting. They are confident to independently explore available resources. They make choices freely and put requests to adults through verbal and non-verbal methods. Children are confident to approach staff and communicate their thoughts and ideas, as they know they are listened to and all their attempts to communicate are valued. For example, we heard a child with developing speech use gesture and the staff member's name to request support to walk over a balancing apparatus.

Children have warm relationships with staff and readily approach them for guidance or comfort. They settle quickly, some with gentle reassurance and distraction from staff. They are calm as they play. Many engage in soothing activities such as requesting a staff member to wrap dolls in blankets and then taking them gently and putting them to 'sleep' in a cupboard. They show care when doing this by reminding their friends to "ssshhh" and putting their fingers to their mouth. They receive lots of encouragement and praise from staff when learning new skills, which gives them the confidence to play, learn and explore.

Children are learning to respect each other and the resources through learning how to share and use equipment appropriately. They sensitively share craft resources and play dough equipment, and wait their turns for a space at the table. Almost all children respond positively to staff members' reminders about appropriate behaviour. Children show interest in the things their friends are doing and some provide praise such as "*I like your elephant*". Many of them enjoy inviting adults into their play; a child excitedly showed us their toy hard hat and giggled when we put it on.

Children are free to explore their environment and spend time on activities that interest them, which encourages them to learn and develop. They can concentrate on activities such as painting and digging in sand for an appropriate length of time. Many of them show perseverance to build towers with blocks and successfully walk across balance apparatus unaided. Children have good opportunities to gain independence. Many can wash their own hands, feed themselves, pour their own water or milk and put their pictures on a drying rack. They enjoy undertaking tasks such as making their own play dough and helping staff to wipe wet resources outdoors before they are used.

Staff implement effective hygiene control procedures of regular handwashing, cleaning tables and changing areas. All staff have food hygiene qualifications. They have a good knowledge of children's food preferences, allergies and individual dietary requirements. Staff carry out nappy changes sensitively and record these appropriately. Safeguarding procedures are in place to promote the welfare of children. Staff understand their duty to report and record concerns, and are very confident in their abilities to implement the setting's safeguarding procedures. Managers make appropriate referrals and document these effectively. All staff have attended paediatric first aid training and first aid boxes are checked monthly to ensure suitability. Staff implement stringent procedures for the recording of accidents, incidents, administration of medicine and pre-existing injuries.

Staff have good, warm relationships with children. They offer consistent praise and encouragement to provide reassurances and boost confidence. They demonstrate politeness and good manners to model expectations of social behaviour. Staff engage children through thoughtful questioning and conversation. For example, while making snowmen, a staff member asked children what they thought the snowman would wear. Staff manage children's behaviour kindly and fairly through gentle verbal and non-verbal reminders. They give praise for positive behaviour such as "*Well done for sharing*". They also thoughtfully draw children to consider prior experiences. For example, while playing with play dough, a staff member asked a child "*Can you remember last time you put play dough in your hair, what happened?*". The child recalled that it got stuck and then knew not to do the same again. Staff support children with additional learning needs effectively to ensure their needs are met and appropriate additional support is provided. They understand their needs well and what is important to them. Several staff members have undertaken training in Additional Learning Needs and Behaviour Management.

Staff support children's learning and development well. They provide a range of planned activities which run alongside impromptu activities focused on children's interests and questions. This could be developed further through greater opportunities for children to share their ideas for activities. Staff identify children's development and next steps through quality targeted observations which feed into assessment documents. Staff feed back to parents through conversation at the end of the day and regular newsletters. All staff members are keen to develop their Welsh and some use the Welsh language very effectively throughout the sessions.

Environment

Good

Managers have systems and procedures in place to ensure the environment is safe and secure. Staff ensure only authorised entry to the setting and keep a record of any visitors. Managers have undertaken suitable risk assessments which they keep under review and update as required. Staff proactively identify concerns regarding the building and report these promptly to the building manager. Staff ensure that all fire doors are kept closed and hazardous substances are stored appropriately. Managers conduct regular fire drill practices to ensure children know how to evacuate the premises safely. All routine maintenance checks for the building and appliances are undertaken in a timely manner.

The premises are welcoming and friendly, and provide room for children to play. The playroom has sufficient space to allow children freedom to move around as they play and explore. It is decorated with calming, neutral colours, giving a relaxed feel to the setting. Displays of children's work and photographs around the playroom help children to develop a sense of belonging and pride in their achievements. Managers have use of an office that provides space for confidential conversations if needed. Many of the setting's resources are also stored in this room and rotated regularly to engage children's interest. The easily accessible toilets are well stocked with soap and paper towels to promote an infection free environment. There is an appropriate designated nappy room that has a changing table with steps to allow children to access it without being lifted by a staff member. There is suitable child sized furniture to allow children to be comfortable and independent. The outdoor area is large and provides ample covered space for children to play outdoors in all weathers. Staff set out a good range of resources that allow children to be active and direct their own play. Managers told us about their plans to develop the large, grassed area to undertake forest school activities.

Staff store resources at low-level, so children can access equipment easily, which supports their independence. Toys and resources are age-appropriate, but some needed a deeper clean and some general maintenance. Managers have ensured that children have access to resources of a varied range of natural and man-made materials together with some real-life items. This stimulates children's interest and creativity. There are limited items that reflect our diverse society.

Managers are efficient in the way they manage and operate the setting and are committed to improving standards. The setting's statement of purpose provides an accurate picture of how the setting runs. Managers have devised a good range of detailed policies and procedures to guide staff and inform parents. They review and update these regularly and ensure staff sign them to confirm they are aware of their contents and any changes made. Managers are effective in their record-keeping, with all required information kept for children stored and managed securely. Registers accurately record the time children and staff arrive and leave the premises. Managers analyse accident and incident forms monthly to identify trends. They notify Care Inspectorate Wales of any changes as required by the regulations.

Managers undertake a comprehensive annual review where they meaningfully consult with parents, staff and children. From this they create a report that identifies strengths, areas they wish to develop and how they plan to achieve this. There is a complaints procedure in place; the setting has not received any complaints. Managers review the service annually and the Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales.

Managers undertake appropriate checks to ensure staff are suitable to work with children before they take up their post. They ensure all staff have the skills, qualifications and knowledge to provide a good quality, safe service to children. Managers provide a good standard of induction, supervision, and appraisal to effectively support staff, allowing them to reflect on their practice and monitor and identify training needs. They have informal staff meetings after each session to discuss any arising issues or concerns. Managers lead monthly staff meetings to ensure policy and procedure updates are shared and staff have an opportunity to discuss anything they wish to raise. Managers ensure there are enough qualified and experienced staff to make sure children are always well cared for. Staff spoken with said they were happy in their work and felt supported by managers.

Partnerships with parents and other agencies are positive. Parents said they feel supported and that staff are always there to answer any questions and assist them. Managers are keen to further develop relationships with Health Visitors and Family Support teams based within the same building.

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

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 7 - Opportunities for play and learning	Provide opportunities for children to share their activity ideas.
Standard 23 - Equipment	Provide a wide range of resources that reflect our multi-cultural society.
Standard 22 - Environment	Ensure all resources are deep cleaned regularly.

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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