Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying start Bryn Awel

Bryn Awel Primary School
Flying Start
Eglwys Fan
Rhymney
NP22 5JJ



Date Inspection Completed

11/10/2023

About Flying start Bryn Awel

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Caerphilly Flying Start
Registered places	22
Language of the service	English
Previous Care Inspectorate Wales inspection	15 May 2017
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.

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

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

Summary

Children thrive at the setting. They have very clear bonds of affection with staff members and make excellent developments in their social interactions. Children are highly confident to explore their environment and make choices about how they spend their time.

Staff work very well together to ensure all children are safe and develop appropriately. They use excellent infection control and risk management procedures. They have superb safeguarding knowledge. They are highly responsive to children's needs and manage interactions positively. Staff place great importance on active, child-led play supported by thoughtful interactions. They plan, observe and track skilfully to ensure that every child develops.

Managers have stringent systems in place to ensure the environment is safe and secure. The facilities are attractive, accessible and well maintained. Both indoor and outdoor areas have a wide range of stimulating, age-appropriate resources that meet children's needs well.

Managers are committed to improving standards for the children and families that attend. They have clear policies and procedures in place and a Statement of Purpose which accurately represents the day to day running of the service. The experienced staff team are very enthusiastic and take great pride in their work.

Well-being Excellent

Children have excellent opportunities to make choices about how they play. They are confident to request resources or support through verbal and non-verbal methods as they are assured that staff will understand their attempts to communicate. For example, children tell staff they have not quite finished their picture but when they have, they would like to put it on display. Their confidence in their choices is boosted through being able to specify exactly where on the board they want their picture.

Children are happy and feel highly valued at the setting. They look to staff members for support and reassurance if needed and demonstrate very close relationships. They gain significant comfort from staff if unsettled on arriving. Children are familiar with daily routines and this predictability makes them feel very safe and secure. They greatly appreciate opportunities to choose stories for staff to read to them. They demonstrate a wonderful sense of belonging through asking to help staff sweep the sand up off the floor, tidying up resources or by kissing the photographs of their friends.

Children are developing an understanding of the rules of behaviour and almost all children cooperate successfully. Those children that need support with this respond positively to staff intervention and can change their behaviour appropriately. Most children interact well and play kindly together. They enjoy engaging staff in their role-play, such as when dressed as a nurse or a paramedic where the staff member is the patient. Children use developing language to chat with staff and each other about their pets and the weather.

Children have very good opportunities for all types of play. Nearly all of them can concentrate on activities for age-appropriate lengths of time. They are very active and express significant enthusiasm and enjoyment when they are in the outdoor environment. They thrive on activities such as carrying balls which they then roll down a slide and chase. While indoors, they engage excitedly in investigating processes and movement through spinning cogs on a board, before removing, lining up and then replacing them.

Children develop a wide range of skills as they play and develop their independence. Staff encourage and give children the confidence to do things independently before they intervene. For example, they encourage children to use resources to solve problems such as using a spatula to get a ball out from under some play equipment. Many children hang their own coats on their pegs and find the block with their photograph on to self-register. They wash their hands before snacks and after messy activities, with support if needed.

Care and Development — Excellent

Staff have an excellent understanding of their responsibility to keep children safe and healthy. They follow clear hygiene practices such as cleaning tables before and after snack times. Staff wear aprons and gloves during nappy changing. They react extremely quickly to emerging risks such as milk spills to ensure that the area is safe before it is accessed by children. Staff manage allergies effectively through a clear allergen chart and the use of different colour chopping boards and cloths for each food type to prevent cross-contamination. They complete accident, incident and pre-existing injury records appropriately and managers carry out detailed analysis of these to identify trends. Staff receive regular safeguarding training and have a very good understanding of their roles in protecting children. Managers record safeguarding information in outstanding detail and store this highly efficiently. All staff members have paediatric first aid qualifications.

Staff care for children in a very warm and nurturing manner and clearly know the children well. They use confident interactions which enable all children to be fully included in all activities. Staff use skilful language to guide children to think in different ways. For example, when children are drawing a spider, staff ask what the spider they saw outside looked like. Staff encourage children to share toys and consistently praise them for their efforts and achievements. We heard a staff member use a story chosen by a child as an excellent opportunity to reinforce positive behaviour through discussing how a character interacts with others. Staff demonstrate politeness and good manners so that children begin to understand expectations of social behaviour. Staff work together to ensure they have a very gentle and consistent approach to managing behaviour in line with the setting's behaviour management policy.

Staff support children's imagination and learning naturally; they play alongside them, encouraging number and language development consistently. They provide a range of differentiated planned activities which run alongside impromptu activities focused on children's interests and questions. Staff evaluate activities and resources and develop these thoughtfully in accordance with the children's responses. They have effective systems in place to observe children and plan for their next steps in play, learning and development. Children with additional learning needs are supported superbly through focused activity plans that meet their needs very well. The Welsh language is used regularly throughout the sessions by some staff.

Environment — Good

The setting is based within a school building. Managers and staff who work at the setting ensure that the environment is safe and secure. Staff ensure that the gate and doors are locked, and that visitors always sign in. Managers have undertaken detailed risk assessments for the building and specific activities, and they ensure that these are reviewed at least annually. Firefighting equipment is tested regularly, and electrical and gas safety testing are up to date. Managers undertake half termly fire drills to ensure children and staff know how to exit the building safely in an emergency.

Managers and staff have worked hard to create an inviting, child friendly and stimulating environment both inside and out. All areas have been set up very thoughtfully to meet the needs of children and promote curiosity and independence. There is a large, light and airy playroom that is set up to allow children to move freely and easily. There is an outdoor area adjacent to the playroom that provides children with free-flow access to opportunities to develop their physical and creative skills. This area is not covered. There are low-level pegs for children's personal belongings to be stored, which supports children to be independent. There are clean and accessible toilets, handwashing and nappy changing facilities adjacent to the playroom. They are stocked with step stools, soap and paper towels to promote an infection free environment for children to be independent.

Children have easy access to varied and interesting resources that aid their development effectively. Staff lay out resources thoughtfully to promote children's curiosity and discovery. For example, they place themed books in linked areas of toys to encourage children to view books as part of their play. Staff ensure that children have access to a variety of textures and materials to aid their sensory development. They use real-life and natural resources throughout the setting. Children enjoy the mix of soft and hard furnishings to ensure their comfort as they play and learn. There is a good range of multi-cultural resources and displays throughout the playroom that reflect our diverse society. Staff have also included photographs of children with their families into displays alongside pictures of the extended Royal Family; this helps children to develop their feeling of belonging. In the outdoor areas, children have access to large play equipment and items that are set up to engage their imaginations.

Leadership and Management Good

Managers are very experienced and manage the service effectively. They have a detailed statement of purpose that they review regularly to ensure it reflects an accurate picture of what the setting has to offer. This allows parents to make an informed decision about the care their child receives. Managers review and update policies and procedures at least annually; all staff sign to confirm they have read and understood the policies when amendments are made. Managers obtain and store written records for children and staff securely. They ensure that staff sign themselves and children in and out although exact times were not noted for some attendances on the sheets examined. Managers note telephone conversations held to identify reasons for children's non-attendance and provide support to families if needed.

Managers carry out a thorough annual quality of care review for the setting. They use a variety of methods to obtain feedback from staff, parents, children and other professionals involved with the setting to identify strengths, set targets and highlight areas for development. There is a suitable complaints policy available for parents; no complaints have been received to date.

The team of staff work very closely together to provide a high-quality care provision to children and their families. The recruitment procedure in place is robust and ensures all required information is available to evidence the suitability of staff to care for children. Managers provide regular training opportunities and complete staff appraisals and supervisions regularly. Managers ensure there are enough qualified and experienced staff so that children are always well cared for. They advise Care Inspectorate Wales of relevant events and changes to the service.

All staff work very closely with professionals such as health visitors, speech and language therapists and early years advisors. While the setting has very positive links with the school that it is in, managers are very keen to further develop these to ensure highly effective transition for children. They work closely with parents through termly parents' days, newsletters and a communication app. Parents that we spoke with were very complimentary of the staff and felt that their children were well cared for.

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

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 22 - Environment	Provide sheltered outdoor play space adjacent to the main play room.
Standard 5 - Records	Ensure that times of all children's departures are noted.

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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