Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Family Centre

Flying Start Family Centre
Gladstone Road
Barry
CF63 1NH

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

14/03/2023

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About Flying Start Family Centre

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Vale of Glamorgan Council Child Care and Play Services
Registered places	52
Language of the service	Both
Previous Care Inspectorate Wales inspection	Manual Insert] This is their first inspection following registration.
Is this a Flying Start service?	Manual Insert] Yes
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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

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

Summary

Children have a very strong voice and communicate confidently with each other and with staff. They develop strong relationships and express their views openly, knowing they will be listened to. Children are extremely happy and make purposeful choices and decisions independently.

Staff fully understand and follow policies and procedures to promote healthy lifestyles, safety and personal well-being. They are qualified, knowledgeable, kind and very caring towards children. Staff provide a nurturing and child led setting. They plan and assess purposely and promote an ‘in the moment’ ethos to ensure children’s interests and curiosities are developed further. Staff show genuine passion in their roles.

The people who run the setting have very good measures in place to ensure the environment is safe, secure and well-maintained, indoors and outdoors. They ensure children have access to an extensive range of resources and equipment to nurture children’s overall developmental skills.

The people who run the setting comply with all regulations and exceed the national minimum standards. They have a clear statement of purpose which provides an accurate picture of the setting. The people who run the setting actively support and challenge everyone to do their best and set high expectations.

Well-being Excellent

Children are immensely happy and have a strong sense of belonging. They have formed strong, close relationships with their peers and carers. They are very familiar with routines as well as the ethos of the setting. Their feelings and needs are acknowledged and we saw strong bonds of affection and attachment. For example, a child sat on a staff members lap, handed her a book and stated, *"I want you to read me a story."* During the afternoon, a child approached a staff member outdoors and gave her a cuddle.

Children's voice is very strong. Throughout the visit, we heard children being actively acknowledged and respected. Children choose how they spend their time at the setting. Some children choose to sit and listen to a story whilst others move from area to area exploring the resources made available to them. Before the end of the session, some children choose to sit and sing on the carpet, whilst other choose to stand and sing from a distance. Children also choose if they want to try the potty or not during toileting.

Interactions between children and adults are consistently stimulating and children cooperate enthusiastically. Children express empathy and care towards each other and listen carefully to one another. For example, we saw children show genuine care towards one another during snack time by ensuring everyone had access to a plate, *"Here you are."* They are fully engaged and show respect for others and to the setting. Children cooperate, take turns and share. An example of this is when we observed children playing with coloured balloons outdoors. They cooperated and waited their turn to access different coloured balloons, willingly sharing the balloons and discussing which coloured ones they liked.

Children immerse themselves in their play, using language and developing their skills across all areas of development through purposeful resources made available to them. We saw two children playing in the mud kitchen pretending to make cakes. One child told another, *"Put it in the oven to bake"* as they experienced and explored real objects with knowledge and care.

Children experience interesting, developmentally appropriate opportunities that promote their all-round development. During our visit, children chose the activities they wanted to do from the resources available. During the afternoon, one child did not want to take part in the 'star of the day' and story session. They developed their play independently and with staff support by counting disks of wood, before proceeding to build a tower with them.
Nearly all children are busy and active in their play. We saw a child using their imagination to set up a picture using different coloured transparent shapes on the light table before adapting their ideas and using the shapes to build a tower. They are independent and we saw them competently wash their hands in the mobile sink unit outdoors.

Children have excellent opportunities to develop their independence skills throughout the session, enabling them to do things for themselves successfully and to problem solve effectively. We saw children pour water and milk from jugs into their cups, use tongs to select the snack they wanted and they independently use the toilet. Children were also confident accessing resources and moving freely around the indoor and outdoor environments; they were independently wearing and removing their coats and wellingtons during play.

Care and Development — Excellent

Staff have a comprehensive understanding of the setting's policies which they consistently implement to promote healthy lifestyles, personal safety of children and ensure their well-being. They are all continuously proactive and effectively manage any risks as they arise. This was apparent as children accessed the tuff spot containing dry food and sand. Staff supervised the children and remained in the area, ensuring children did not consume the sand. Staff speak respectfully with children, show interest, pleasure and care in all that they do. They manage any sign of behaviour carefully and quickly and are imaginative and successful in diffusing situations, even before they become issues. This was apparent when a child was crying outdoors and was distracted by the staff member who asked if he wanted to help her water the plants. The child stopped crying immediately and became actively involved in assisting the staff member. Staff are kind and caring and immediately offer comfort to children when they are sad or upset.

Overall, staff are highly motivated and enthusiastic and offer children consistent and effective support in their play, learning and development. Staff support children as they freely explore their environment and plan focused activities to support children's learning and development. They are also very attentive to children's own chosen play and the setting, as a whole, is very child-led with in the moment planning used successfully to follow children's interests. Staff told us role play areas are created following discussions held with children in relation to experiences they have had outside of the setting, for example visiting the coffee shop resulted in staff and children creating a coffee shop role play area. More recently children showed an interest in styling each other's hair, with the current role play area being a hairdresser's salon.

Staff are all confident with safeguarding scenarios and can explain what they would do if they had concerns. Snack times are calm and organised and staff ensure children are supervised at all times and not rushed. Nappy changing is carried out with dignity, care and respect and staff follow all safety measures diligently. They practise other safety procedures such as fire drills regularly. Staff follow hygiene practices effectively, ensuring regular hand washing, wearing aprons and gloves when helping with food handling or nappy changing.

Interactions between staff and towards children are always very positive and respectful. We observed staff members offering cuddles to children, *"Come and give me a cwtsh!"* They are sensitive to children's needs. During snack time, a staff member could see a child was struggling with using the tongs and kindly said, *"how about trying the spoon instead? Those tongs are a bit tricky aren't they?"* Staff are confident to respond, in the moment, with extended ideas. An example of this is when a child was filling a toy vehicle with soil from the plant pot indoors. Staff identified the opportunity and supported the activity by offering access to the mud kitchen outdoors, *"shall we go and play in the muddy kitchen outdoors?"*

Nearly all staff are very knowledgeable regarding resources and staff told us about transitions in play, explaining how loose parts are utilised into daily practice. We observed a child and a staff member using wooden loose parts, building a tower and counting the items. Overall, they are committed to providing a very good range of play and learning activities and opportunities. They show an awareness of children's individual development and plan carefully for the next steps, with each child having an electronic learning journey, which includes observations, assessments, and reviews.

Environment — Excellent

People who run the setting have comprehensive measures and procedures in place to ensure the setting is safe for children. The setting is clean, tidy, well maintained and very welcoming. The premises both inside and outside are secure and people who run the setting ensure they keep a record of visitors. Effective risk assessments and safety checks are in place. We saw documentation showing accidents at the setting are monitored. We saw consistent hygiene practices, minimising risks to everyone's health and safety. They ensure staff and child ratios are correct.

The indoor areas are clean, open, airy and well-lit, offering many different areas for play. Areas are well arranged and presented with care, offering purposeful opportunities for rich learning experiences, encouraging curious leaners to explore. Children have considerable freedom to safely explore their indoor and outdoor environment. The doors from the inside play areas to the outside were open throughout the visit. Children are able to enjoy a free flow environment and choose for themselves if they want to play inside or outside. Children also choose from several learning areas to explore such as mark making area, role play, sensory play as well as physical play.

People who run the setting provide very good quality furniture and resources that are suitable for the developmental needs of all children. The setting uses a large variety of natural and real-life resources such as in the role play area, children had access to real vegetables as well as metal pots and pans and stirring equipment. Real hats and a dressing table are used in the dress up corner as well as hairbrushes, telephone and empty shampoo bottles in the hairdresser's role play area. Staff told us resources reflecting cultures would be introduced to reflect the cultures of the children attending the setting. We did view multi-cultural resources in both sections. Overall, equality and cultural awareness are promoted well. The outdoor areas are safe and provide numerous play opportunities.

Recent purchases demonstrate how the people who run the setting carefully choose resources to fulfil themes and further develop 'real life' opportunities for children, for example the purchase of china plates, bowls and cups etc; enabling staff to consistently ensure that they are providing rich, learning experiences for children.

Leadership and Management — Excellent

The people who run the setting have an innovative vision which is shared with the entire team. Policies and procedures are in place and stored confidentially. Policies are reviewed annually, with dates and signatures evident on each document. The Infection Prevention policy was missing detail on notifying Care Inspectorate Wales of any infectious disease. Staff files, children's files, appraisals, medication, accident and incident books are all completed correctly. All other systems of recording are completed and organised. Staff sign children in and out of the setting.

There is a strong culture of continuous professional development. Staff state they feel very much supported by management and have plenty of opportunities to develop. An effective and meaningful self-evaluation process is implemented. The setting's quality of care report reflects the service with staff and children's views being welcomed and listened to.

The people running the setting support staff extremely well. They carry out regular supervision and appraisal meetings and plan for staff development. They hold weekly staff meetings to exchange information and ideas. The planning and preparation are enhanced further with staff sharing ideas in a WhatsApp group. All staff we spoke to said they are very happy working at the setting and feel very well supported by approachable managers. People who run the setting ensure staff well-being is a priority and have wellness action plans in place for all staff members. The people who run the setting follow robust recruitment procedures. They are responsive to staff strengths and ensure leaders are rotated amongst both sections to model best practice.

The people running the setting have excellent partnerships with parents. They have recently implemented the Fathers Reading Every Day (FRED) programme. The programme provides children with a free book and activity sheets to take home and share with their parent. They keep parents informed of their children's progress verbally and are currently developing the use of an app for communication. This enables them and staff to communicate easily with parents on a day-to-day basis and keep them informed of what their child has been doing. The parents we spoke to are extremely happy with the setting. Feedback included, *"They're fantastic and lovely. My child has settled well, is developing well and I'm happy with the information I receive"* as well as *"We're really happy with everything. They've been really on the ball in supporting him as he may have additional learning needs. We received plenty of information in relation to policies and procedures before he started at the setting."*

The people who run the setting have very strong links with a wide range of professionals across the local and wider community, including the local schools. They have also created a community sensory planting area. The people who run the setting and staff make a conscious effort to promote the Welsh language.

Recommendations to meet with the National Minimum Standards

R1: Ensure a reference to Care Inspectorate Wales is included in the Infection Prevention policy in relation to notifications of any infectious disease.

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)
	No NMS Recommendations were identified at this inspection

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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