Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Gems at Flying Start - Townhill

Townhill Community School
Townhill Road
Townhill
Swansea
SA1 6PT



Date Inspection Completed

29/01/2024

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About Little Gems at Flying Start - Townhill

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	25
Language of the service	English
Previous Care Inspectorate Wales inspection	19 October 2017
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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 communicate confidently as their wishes are considered. They feel happy and are given excellent opportunities for their age and stage of development. Children enjoy the independence to do things for themselves confidently.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and understand their responsibilities to safeguard children. They are excellent role models, and they build the confidence and self-esteem of the children in their care.

People who run the setting implement clear and effective measures to ensure children's safety. They are aware of their responsibilities and maintain clear risk assessments and building safety equipment. People who run the setting provide an excellent facility and quality resources and ensure children can access these throughout their time in the setting.

People who run the setting provide clear policies, in line with regulations and the National Minimum Standards. They ensure staff are supported extremely well and are given appropriate training for their roles. They have strong partnerships with the school, health professionals and parents who are all supportive of the setting.

Well-being	**Excellent**

Children are happy and have a strong voice at this setting. They make purposeful choices and move around the setting confidently. For example, they can choose where to play such as the role-play resources in the home corner or exploring the sensory room. Children enjoy making decisions as they take part in activities such as making pancakes with pink playdough, rolling, and creating shapes, *"I'm making a big pancake."* Some children express themselves clearly using words and phrases. For example, at snack time, children choose their preferred drinks and foods. They speak confidently and feel they are listened to by staff. Children who do not wish to take part in a planned activity say so clearly, and happily select different play resources.

Children are settled and cope well as they separate from their parents and carers. We saw settling in processes being implemented effectively, with children receiving gentle comfort and reassurance from staff in terms of who was coming to collect them and when that would be. Children form close bonds with staff, which has a positive impact on their well-being and motivation. Children feel a sense of belonging and smile as they receive praise from staff for showing kindness to a friend or being an excellent helper at tidy up time. For example, *"Well done," "excellent," "Diolch yn fawr,"* and *"da iawn."* Children are familiar with their routines and enjoy knowing what is coming next. For example, 'home time' when the playroom's main light is dimmed and fairy lighting appears around the room, offering a calm and relaxed atmosphere for children to put on their coats and find their bags.

Children enjoy their opportunities to play and learn. They show a keen interest and engage well in the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities. For example, they show excitement as they explore flour saying, *"look at me, look at me."* Staff respond with, *"waw, you look like a snow monster now," and* children laugh in response. Most children concentrate for an appropriate amount of time and respond positively to encouragement from staff. They listen well, such as when they respond to music and movement songs. Many children feel a sense of achievement when they succeed in activities. For, example, when they successfully help tidy away the soft play equipment and praised by staff for their efforts and teamwork in carrying the large pieces together.

Children develop their independence skills effectively and nearly all children complete self-care tasks independently. For example, during toileting, children are independent with handwashing. They enjoy the process of using the soap dispenser independently and being able to turn off the tap and helping themselves to paper towels, placing these in waste bins. Children enjoy the independence of using the tissue station and wipe their noses with confidence. Children show pride as they learn to serve themselves at snack time, choosing foods from containers with a large spoon. They pour their own milk and water into their own cups, using small stainless-steel jugs. Children also enjoy the independence and social experience of brushing their own teeth successfully.

Care and Development	**Excellent**

Staff are experienced and knowledgeable and they understand the setting's policies and procedures, implementing these consistently. They promote healthy lifestyles, physical activities, and children's personal well-being. Staff manage risks effectively and keep children safe. They prioritise safeguarding and have a clear understanding of their responsibilities to protect children. Staff know how to raise concerns and confidently explain the setting's procedures. Staff practice robust hygiene practices. They are at hand to offer praise and support when children use the toilet and carry out nappy changing with dignity and privacy. They follow correct procedures, chatting warmly during these processes whilst wearing aprons and gloves with each nappy change. Staff follow a rota in terms of snack preparation, and we saw this working effectively. They wear appropriate aprons and gloves during snack preparation and ensure that foods served are varied, healthy and nutritious. They know the children very well and are aware of their individual needs. Staff allow time for children to make choices about what they wish to eat. They are familiar with their responsibilities to safeguard children with allergies and intolerances, and we saw clear posters in the kitchen and eating areas which support safe practices. Staff are knowledgeable regarding their responsibilities to support children with additional learning needs and ensure care plans are in place. They follow clear procedures regarding medication, accidents, and incidents correctly.

Staff communicate extremely well with children and create a calm and relaxed atmosphere. They are excellent role models for children and interact warmly and purposefully throughout the session. For example, they sit with children during snack time, modelling good social and communication skills, leading to meaningful discussions. For example, during snack we heard staff saying, *"Would you like some cheese or cucumber? Good boy. Da iawn." "That is amazing, da iawn children."* Staff respond to children's requests and questions and interact with them in a kind and consistent manner. They are caring and sensitive to the needs and experiences of children, sharing a positive approach to managing children's behaviour. Staff move around the environment continuously and are always close by to support children and offer reassurance. Their interactions with each other and with the children demonstrate respect and children are happy and content. We heard staff thanking each other when items and tasks are shared. Staff praise children for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem.

Staff are knowledgeable, and have an excellent understanding of children's needs, interests and how this affects their learning experiences. They work well together to build the children's confidence and resilience and provide interesting opportunities, which are led by the child's choices and decisions. Staff use some incidental Welsh at the setting such as words of praise, greetings, and Welsh songs**.** They provide children with varied and valuable opportunities to learn about the world around them through celebrating different cultures and festivals through craft activities and stories such as Santes Dwynwen and Diwali.

Environment	**Excellent**

People who run the setting provide effective measures and policies in place to ensure that everyone is aware of their responsibilities regarding the children's safety. They ensure that the environment is secure and very well maintained, both indoors and outdoors. The setting is located within school premises, offering a separate entrance and exit point for children and their parents. People who run the setting ensure an excellent level of security. Visitors can only access when authorised to do so and complete the visitors photo ID registration process at the main school entrance as well as sign the setting's visitors' book. People who run the setting carry out daily safety checks and keep purposeful risk assessments which are reviewed as and when any additional measures are identified. They also keep effective and accurate fire risk assessments, and these are reviewed at least annually. People who run the setting have effective evacuation processes in place. We saw procedures such as the colour card system, with grab bags and first aid kits hanging at exit doors. They keep building and equipment safety certificates up to date. People who run the setting manage staff to children's ratios correctly and supervise the children well. They maintain a daily register where children and staff are signed in and out of the setting accurately.

People who run the setting offer a friendly, warm, and welcoming environment. They provide excellent spaces for children with clean and open areas to play and learn, where they have the freedom to move around independently and safely. Leaders and staff prepare the play spaces carefully to allow children to have the best possible experiences. For example, a sensory room, an area for floor play, and an area where creativity and craft activities can be enjoyed. Outdoors, the people who run the setting have worked hard to provide a safe space which offers many stimulating areas and opportunities. For example, different surfaces such as concrete, astro turf and ramps for children to develop their physical and problem-solving skills on trikes. We saw a herb garden, a tepee and sand trough and staff told us how they adapt the outdoor space on sunnier days with a sun canopy and gazebo. People who run the setting offer a welcoming space for children to arrive and hang their belongings and for parents to share messages. They keep areas for waterproof clothing, a well-equipped kitchen, a confidential meeting area and an office where the setting's paperwork is stored confidentially. Displays are purposeful such as a wellbeing wall and an abundance of literature for parents and visitors.

People who run the setting provide an excellent range of age-appropriate furniture to stimulate the children's curiosity. For example, child size tables and chairs and quality children's kitchen units. They provide a wide variety of quality natural resources such as loose parts for experimental play. We saw a range of books, and areas where children could explore with sand and water, filling and emptying jugs, buckets, scoops, and moulds. People who run the setting provide an excellent range of small world play such as dinosaurs, bugs, magnetic tubes, jigsaws, farm animals and sorting resources.

Leadership and Management — Excellent

People who run the setting have an exceptional vision for the setting, which they share with others. They are passionate and enthusiastic about the work of the setting such as the

opportunities they offer children and their established partnerships with professionals and parents. People who run the setting have comprehensive policies and procedures in place and a purposeful statement of purpose, which contribute effectively to the smooth running of the setting. They are extremely knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, information, and records regularly. People who run the setting ensure that all records are stored confidentially and that reviews are carried out in a timely manner. They keep staff files and registers up to date and correct. People who run the setting ensure that children's records include parental contracts, permissions, responses.

People who run the setting present an annual quality of care review, showing evidence of how they respond to feedback. They have effective arrangements in place for identifying strengths and areas for improvement. Leaders and staff are committed to improving the quality of provision and outcomes for children. People who run the setting distribute questionnaires and listen to the opinions and views of those who use the setting. As a result, they work continuously to develop their service of care.

People who run the setting have established a team of staff who collaborate closely and effectively. Staff said the setting is a very happy place to work and that they work well together as a team. Staff commented they feel valued and are well supported by the management team enabling them to fulfil their roles and responsibilities effectively and confidently. People who run the setting ensure staff mandatory certificates are up to date and regular training is provided as part of their ongoing professional development. They ensure systems for appraisal and supervision encourage reflection, effectively enabling staff to set personal goals.

People who run the setting have established strong partnerships that improve the quality of provision and outcomes for children. They have effective links with their sister settings, ensuring staffing is always maintained. They also have strong links with the school where they are located. This supports the children very well in their transitions into the setting and in their next stage of education. People who run the setting have instilled a strong commitment to collaborative work. For example, leaders and staff work closely with a health visitor who is based at the setting. Communicating with health professionals in this way enables families to access information and support effectively, resulting in positive outcomes for children. Parents are highly supportive of the setting and team of staff. We saw clear examples of excellent relationships and clear and open communication. Parents are complimentary and praise the staff saying their children really love attending. Parents said they appreciate involvement in events such as trips, which also provide opportunities for grandparents to be involved in the children's learning opportunities and experiences.

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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