Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Brackla

Brackla Primary School, Brackla Way, Brackla, Bridgend, CF31 2EZ

01656815785

The inspection visit took place on 13/05/2026

Service Information:

Operated by:	Bridgend County Borough Council Child Care and Play Services
Care Type:	Children's Day Care
Registered places:	16
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes a significant effort to promote the use of the Welsh language and culture and is working towards a bilingual service.

Ratings:

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

Summary:

Children are confident communicators and curious learners who thoroughly enjoy their time at Flying Start Brackla. They independently make choices about how they spend their time at the setting and children engage in purposeful, play-based activities that enhance their experiences.

Staff are highly qualified, knowledgeable, and experienced. They ensure safeguarding underpins all practice to effectively promote children's wellbeing. Staff foster close, affectionate bonds with children and confidently provide a child-led environment by following children's interests.

Leaders provide a secure, warm, and welcoming environment where children can play safely and thrive. They create a rich variety of high-quality play spaces and ensure resources and equipment effectively meet children's individual needs. Leaders carefully identify and minimise unnecessary risks, and maintain a safe, nurturing setting that supports children's learning and wellbeing.

Leaders have an excellent vision and are passionate about providing an outstanding service. They consistently go above and beyond for children and their families. Leaders build strong partnerships and support staff effectively. They engage successfully with families who value the service highly. Leaders continually strive to promote positive outcomes for children.

Findings:

Well-being — Excellent

Children thoroughly enjoy their time at Flying Start Brackla, where their happiness, wellbeing, and voice are at the heart of the service. They are confident communicators who chat and interact constantly with staff and one another. Children have extensive opportunities to make choices and decisions about what they want to do, where they want to play, and what interests they wish to explore. For example, some children choose to play in the sand pit, others engage in water play, while some enjoy messy play indoors.

Children feel safe, secure, valued, and extremely relaxed within the setting as they know staff will respond to their wants, needs, and feelings. They clearly have strong bonds of attachment with staff, who know the children exceptionally well. For example, when a child was rummaging through a box, staff asked if they were looking for a specific toy. When the child said they were, staff told them it was outside and went to help them find it. Children are familiar with the routines of the setting and cope very well with separation.

Children engage extremely positively with staff. They clearly enjoy their company as they frequently invite them into their play. Children develop excellent social skills, including sharing, turn-taking, cooperation, and encouraging each other during activities. They are beginning to play together and are forming caring friendships. For instance, children were encouraging each other and taking it in turns when playing with the cars on the ramps.

Children are highly curious, motivated learners who become deeply absorbed in their play and learning. They benefit from a wide range of rich, real-life experiences that spark imagination and sustain engagement for extended periods. For example, children were completely engrossed in a tray of gloop, leaves, twigs and toy bugs, using their imaginations throughout the activity. Similarly, they showed sustained interest in water play outdoors, confidently exploring materials and resources while creating their own learning experiences. Children move independently between the indoor and outdoor environments and confidently choose whether to engage in directed activities.

Children have fantastic opportunities to develop strong independence skills through a wide variety of meaningful activities and experiences. This means they successfully do things for themselves and learn to problem-solve effectively. Children confidently participate in decision-making about how they spend their time in the setting. For example, when children wanted to clean their bugs, staff extended this by providing an additional tray with soapy warm water and sponges. Children show growing independence during daily routines, such as choosing their own snack, pouring drinks, and asking for help. They proudly share their achievements and staff immediately praise and encourage them; ensuring children feel confident, capable, and motivated.

Care & Development — Excellent

Staff implement safeguarding policies and procedures to an exceptionally high standard and demonstrate a strong understanding of their roles and responsibilities in keeping children safe. They confidently follow safeguarding procedures and understand the appropriate processes for reporting concerns. Staff are highly attentive throughout the setting, regularly interacting with and supporting children while promoting physical activity, healthy lifestyles, and emotional wellbeing. For example, they have thoughtfully developed the outdoor area to encourage children to engage in regular active play. Staff provide healthy snack options and encourage children to explore different tastes and textures. They are working towards the Healthy and Sustainable Pre-School Scheme Award. Staff accurately maintain attendance records, accident sheets, and pre-existing injury forms and share the relevant information with parents and carers. They consistently implement thorough hygiene procedures and encourage regular handwashing. Staff hold relevant first aid and food hygiene qualifications, which further supports children's health and safety.

Staff foster extremely nurturing and respectful relationships with children through warm, caring, and consistently stimulating interactions. They are excellent role models who genuinely enjoy being with the children. Staff frequently move around the setting, engaging alongside children in their play and offering meaningful support during activities such as water play, and imaginative games. They confidently implement the behaviour management policy using soft tones, distraction, positive reinforcement, praise, and reassurance. Staff explain instructions clearly, so children understand what is expected of them, resulting in exemplary behaviour throughout the setting. They regularly praise children for sharing, taking turns, and showing kindness and consideration towards others, with staff offering encouraging comments such as, *"Da iawn!"* and *"You are so lovely*!" This means children develop positive self-esteem and feel valued in the setting.

Staff provide a wide range of rich and engaging experiences that encourage children to explore, experiment, and learn independently within the environment. This means children are at the centre of their own learning which allows them to follow their individual interests, curiosity, and preferred ways of learning. Staff are highly skilled in recognising how best to extend children's play and development, including identifying schemas and providing meaningful opportunities across activities to support these learning patterns. Staff practice is exemplary, using simple language patterns, songs, and rhymes to reinforce learning and communication skills. They are confident in supporting children with additional learning needs and strive to achieve the best possible outcomes for every child. The setting's strong commitment to promoting the Welsh language and providing a bilingual service is a significant strength. Staff embed the Welsh language through daily routines, activities, and interactions, which helps children develop confidence in using the language. This strong foundation has supported some children to transition successfully to Welsh-medium education after attending Flying Start Brackla.

Environment — Excellent

Leaders have highly effective systems in place to ensure that everyone fully understands their responsibilities in relation to safeguarding, safety, and the welfare of children. They successfully embed relevant policies and procedures throughout the setting, ensuring a safe, secure, and exceptionally well-maintained environment both indoors and outdoors. They carefully control access, with doors kept locked and robust procedures in place for signing children, staff, and visitors in and out. Leaders ensure staff supervise children effectively and have a clear understanding of appropriate risk for different ages and abilities. They regularly review their comprehensive risk assessments and complete the appropriate checks to ensure the environment, equipment and furniture is safe and fit for purpose. Staff ensure the maintenance and appliance checks are in place and they consistently implement effective cleaning and hygiene routines. This helps to minimise risks and maintain high standards of health and safety.

Leaders create a highly stimulating, spacious, and accessible environment where children can confidently enjoy their play, feel secure, and thrive in their learning. The setting is warm and welcoming, with carefully considered layouts that provide a wide range of excellent learning spaces both indoors and outdoors. Leaders use neutral colours and natural resources effectively which helps to create a calm and relaxing atmosphere that supports children's individual needs, enhances curiosity, and promotes engagement. They create meaningful displays, including children's artwork and photographs, that reflect their experiences and promote a strong sense of belonging and self-esteem. The outdoor area is fully integrated as an extension of the indoor environment, offering safe and secure opportunities for exploration through resources such as water play, a mud kitchen, and larger play equipment that extend learning and imaginative play. Leaders ensure accessible storage enables children to freely select and use resources. Soft lighting is used where appropriate, further enhancing the calm and nurturing environment.

Leaders provide a wide variety of authentic, high-quality resources that are readily available to inspire and motivate children to lead their own learning and play. This means children confidently move resources around the setting to support and extend their ideas, demonstrating strong independence and creativity. The environment offers rich and challenging opportunities that spark curiosity and sustain interest, including imaginative, construction, messy play, and quiet spaces for reading and rest. For example, children thoroughly enjoy using the play dough and lollipop sticks to make a birthday cake with candles. Leaders ensure that all furniture and equipment is of high quality and appropriately suited to children's developmental needs. For example, children comfortably sit for tabletop activities, meals, and snacks. The diverse range of resources effectively enhances children's curiosity, engagement, and enjoyment across all areas of learning.

Leadership & Management — Excellent

Leadership and management of the setting is inspiring. Leaders create a positive ethos where all children feel valued, included and important. Leaders foster a well-organised, inclusive and nurturing environment where strong teamwork and a shared commitment to excellence underpin every aspect of the service. Staff demonstrate high levels of professional respect for one another and work collaboratively, which has a positive impact on children's experiences and outcomes. Leaders ensure policies and procedures are comprehensive and informative. They regularly review their documents and embed them effectively within daily practice which contributes to a consistent and high-quality provision. The statement of purpose is thorough and accurately reflects the service they provide. This ensures parents and carers can make informed decisions about the care of their children. Leaders record children's preferences in detail and have the appropriate parental permissions in place to support safe practice.

Leaders recognise the importance of self-evaluation and have effective systems in place to support ongoing improvement within the setting. They review practice annually, drawing on feedback from children, parents, staff and external agencies to inform their quality of care report. The report is well written and clearly identifies both strengths and areas for further development. Leaders are highly approachable and actively welcome ideas and suggestions to enhance their practice. This ongoing cycle of feedback and improvement ensures that the setting continues to develop and maintains a high standard of care and education.

Leaders have high expectations and are motivated to lead and support staff effectively, ensuring a positive impact on children's health, wellbeing and development. They recognise the importance of strong childcare practice and ensure staff understand their roles and responsibilities through regular appraisals and supervision. This consistent support ensures staff feel valued, confident and energetic in their roles, enabling them to successfully meet children's needs. Leaders maintain excellent recruitment procedures to safeguard children, ensuring all staff have the appropriate qualifications, skills and experience to provide high-quality care. They have robust systems in place to ensure they complete the necessary checks promptly and efficiently. Leaders deploy staff effectively across the setting, ensuring they consistently maintain ratios and closely supervise children.

Leaders promote strong and effective partnerships with parents, carers and a wide range of professionals. They commit to working collaboratively to support children's wellbeing and development. This ensures they meet children's individual needs effectively and support positive outcomes across all areas of children's development and wellbeing. Parents, carers and other professionals speak extremely highly of the setting and are thrilled with the care children receive. Parents and carers highlight improvements in their children's development since attending and are pleased with the communications they receive.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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