Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Craigfelen Caterpillars Flying Start

Craigfelen CP School
Woodside Crescent
Clydach
Swansea
SA6 5DP



Date Inspection Completed

10/05/2022

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About Craigfelen Caterpillars Flying Start

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	20
Language of the service	English
Previous Care Inspectorate Wales inspection	16 May 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their 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 thoroughly enjoy their time at Craigfelen Caterpillars because they have a strong voice and they are curious learners. They consistently make choices about what they do and how they spend their time at the setting whilst engaging in purposeful play-based activities. Children know staff will listen to them.

Staff promote children's wellbeing efficiently, ensuring they prioritise the health and safety of children and that safeguarding underpins all practice. Staff are well qualified and experienced. They promote positive outcomes for children through their current knowledge and skills and their nurturing and caring attitudes.

Staff care for children in a unique environment which is spacious, clean and secure. The play areas are welcoming and friendly and provide a rich environment for play and learning. There is extensive space and facilities to meet the needs of the children and staff identify any unnecessary risks to children and eliminate them as much as possible.

People who run the setting have an excellent vision and sense of purpose which sustains improvements and promotes good outcomes for children. They comply with all regulations and exceed the national minimum standards. People who run the setting value staff and provide effective and regular support, ensuring they receive excellent developmental opportunities and supervision. They challenge everyone to do their best and set high expectations.

Well-being Excellent

Children are strong communicators. They are confident making their own choices about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon and children confidently retrieve resources from other areas to use in their play. For example, one child was playing in the sand and added water from the water butt as the sand was too dry.

Children are very happy, settled and relaxed. They benefit from consistent staff who know them very well. They build affectionate bonds of attachment and develop positive attachments. Children receive lots of attention from staff and they interact extremely well with them. They clearly have a strong sense of belonging, forming strong relationships and making friends.

Children's behaviour is exemplary and interactions between them are positive. Children enjoy talking to each other about what they are doing and the choices they are making. For example, children were telling each other at snack time what they were going to choose. Children interact positively with staff at all times; they co-operate well and listen to their requests. For example, the children went to wash their hands when staff said it was time for snack and they waited well for their turn.

Children are curious learners. They are highly motivated and fully engaged in their play and learning, concentrating for extended periods of time. For example, some children were fascinated by the worms and spiders and wanted to create a home for them in the soil. They were immersed in the activity for over forty-five minutes. They thoroughly enjoy the wide range of real-life opportunities and experiences; confidently exploring the resources and using their imaginations. Children are self-motivated to lead their own play and take part in activities they choose. For example, one child sat and listened to the story for a short while, before deciding to go and play elsewhere. Children are able to make their own choices and staff welcome them when they want to join an activity.

Children have excellent opportunities to develop their independence skills; enabling them to do things for themselves successfully and to problem solve effectively. Children enjoy collecting their china plate and choosing where to sit at snack time. They know to be careful and consistently show respect for the resources. For example, one child said, *"No banging,"* when placing their china plate on the table. During snack time, children choose what they want and serve themselves. They also pour their own drinks into their glasses from the jugs before passing the jug onto their friend. Once they have finished, they confidently clear their plates and put their dishes in the bowl.

Care and Development — Excellent

Staff work very effectively to keep children safe and healthy. They fully understand and consistently implement their policies and procedures; promoting healthy lifestyles, personal safety and well-being. Staff understand and implement the Welsh Government's Food and Nutrition Guidance for Childcare Settings. They offer a range of healthy foods at snack time and encourage the children to explore different textures and tastes. They respond warmly to children's requests when they want more or if they ask for an alternative. Staff have a thorough understanding of their responsibilities to protect children. They answer confidently about what to do if they had any child protection concerns. They record children's actual attendance times and promptly fill in accident sheets, sharing the information with parents.

Staff create extremely positive relationships with the children. They interact with them in a warm, caring and relaxed manner. Staff frequently offer praise and encouragement, and they are excellent role models to the children; prompting *"please"* and *"thank you"* when appropriate. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, staff use distraction techniques successfully. Staff are consistently responsive and genuinely respect and listen to the children's views. They speak softly to the children and use positive reinforcement as well as stickers. Staff recognise 'wow moments' and record children's achievements.

Staff ensure children are at the centre of their own development; supporting their curiosity and allowing them endless opportunities to explore and experiment by following their own interests. Staff know the children extremely well and they are very kind and nurturing towards them. They immediately offer reassurance when they are sad or have hurt themselves. Staff are highly motivated and offer children effective support in their learning and development by allowing them to create their own play. For example, the children were making play dough and decided they wanted more ingredients to make a cake instead. Staff then further supported the children by giving them feedback and asking open-ended questions and making suggestions. Staff discuss, as a team, children's individual achievements, any changes they have noticed, as well as undertaking specific individual assessments. They plan in the moment which ensures they successfully follow the children's lead.

Environment — Excellent

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure and extremely well maintained indoors and outdoors. People who run the setting use neutral colours and natural resources throughout the environment, which creates a sense of calmness and relaxation at the setting. They regularly carry out safety checks and effectively organise consistent cleaning routines that reflect excellent infection control practices. People who run the setting regularly clean main areas throughout the day and after the sessions; whilst the primary school cleaner cleans the environment thoroughly every evening. People who run the setting complete comprehensive risk assessments that cover every aspect of the environment. They are thorough, completed frequently and are of an exceptionally high standard.

People who run the setting ensure they use the space effectively, both indoors and outdoors. The layout is well thought out and provides excellent learning spaces for children to explore as well as areas to rest or have quiet time. People who run the setting ensure children have the freedom to safely explore the indoor and outdoor environment when they choose. The door from the inside playroom to the outside play area is open throughout the session; allowing children to move freely between the two environments and choose for themselves where they want to play. People who run the setting support the children to use the outside area frequently as there is a canopy which provides shade and shelter. They care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently. People who run the setting use the natural light within the setting effectively and they minimise the amount of artificial light they use. This creates a calm and relaxed atmosphere along with their use of tranquil music.

People who run the setting successfully implement ‘The Curiosity Approach.’ They ensure they provide children with authentic, open-ended and recyclable resources that enable them to lead their own play. For example, there are child sized sofas, a coffee table with china cups and plates, real pots and pans, and utensils and crockery in the home area. They provide real clothes in a suitcase for the children in the dressing up area and there is another large suitcase on the floor, full of sand and a variety of real tools, such as small shovels, which allow the children to explore it fully. People who run the setting provide good quality furniture and resources that are suitable for the developmental needs of all the children.

Leadership and Management — Excellent

People who run the setting have an innovative vision that they communicate successfully to their staff creating a very positive ethos. They ensure the setting achieves extremely high standards, delivers high quality care and provides learning and development opportunities for children and staff. People who run the setting regularly review and update all their records which are thorough and detailed. They have an effective Statement of Purpose which fully reflects the service provided.

People who run the setting implement effective systems to support meaningful self-evaluation and improvement. They are approachable and welcome any ideas or suggestions to improve their practice. People who run the setting complete a comprehensive quality of care review each year and consider the views of parents and carers, children, staff and outside agencies. They identify areas they would like to build on, for example developing relationships further with the school and external agencies to ensure positive transitions.

People who run the setting follow robust recruitment procedures to safeguard children. They have excellent systems in place to update checks in a timely manner. People who run the setting are enthusiastic and extremely motivated. They set high expectations and inspire and lead staff effectively, supporting them and providing further development opportunities. For example, training has given them confidence in the Sustained Shared Thinking and Emotional Wellbeing scale whilst using these methods with children through their play. They hold regular staff meetings to exchange information and ideas. Staff said they are very happy working at the setting and feel well supported by management. People who run the setting deploy staff effectively to ensure they meet, and often exceed staffing ratios, and as a result fully meet children's needs.

People who run the setting have excellent partnerships. They ensure communication systems with parents and carers are inclusive, and they keep them well informed. Parents said they are extremely happy with the setting and they cannot praise them enough. Parents also feel staff support and care about them as well as their children. People who run the setting have very strong links with a wide range of professionals, the community and other stakeholders. They ensure when there are concerns about children's progress or development, there are clear and effective procedures in place for sharing information. People who run the setting follow these protocols consistently, ensuring children benefit greatly from the action taken. They have excellent links with the nursery and have worked together to develop 'The Curiosity Approach' across both settings to ensure smooth transitions and promote positive outcomes for children.

Recommendations to meet with the National Minimum Standards

None.

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

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.

Date Published 31/05/2022