Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Seahorses Flying Start

Clase Primary School, Rheidol Avenue Clase, Swansea, SA6 7JX

01792701853

www.claseprimaryschool.co.uk

Date(s) of inspection visit(s):

11/04/2025, 08/04/2025

Service Information:

Operated by:	City and County of Swansea Child Care and Play Services
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

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

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.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff manage risks and are good role models. They support children to build confidence and self-esteem.

Leaders implement clear and effective measures to ensure children's safety. They are aware of their responsibilities and maintain safety equipment and clear risk assessments. Leaders provide an excellent indoor environment and offer quality resources. They ensure children can access these throughout their time in the setting.
Leaders provide clear policies and ensure staff are supported extremely well. They provide staff

with appropriate and consistent training for their roles. Leaders have established strong partnerships with the school, health professionals and parents who are supportive of the setting.

Findings:

Well-being — Excellent

Children are extremely happy and have a strong voice at this setting. They make purposeful choices and move around the setting confidently. For example, they choose where they wish to play such as, the indoor tuff tray activities or spend time exploring the outdoor area. Children enjoy making decisions, particularly as they take part in spontaneous activities such as bubble play and laugh with excitement as they watch bubbles pop and disappear. Some children express themselves clearly. For instance, during a singing session, children choose their songs and shout excitedly, *"More!" "More!"*

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 consistently gentle reassurance from staff. Children form close bonds with staff, which has a positive impact on their well-being and motivation. For instance, many children spend time with staff and enjoy being close by, often seeking support to complete certain tasks such as using the water fountain. Children feel a sense of belonging and smile as they receive praise from staff for sharing and showing kindness to others. Children are familiar with the routine of the setting and enjoy knowing what is coming next. For example, during rolling snack time, children know they can leave the table when they have finished and continue with their play. Similarly, during a relaxing sensory session they know it is almost time to go home.

Children enjoy opportunities to learn and are content as they immerse themselves in their play. They show a keen interest and engage well in the experiences available to them. For example, indoors, children concentrate for extended periods of time as they curiously explore a creative task with glue sticks and shredded paper. Similarly, outdoors, many children are engrossed in their play and clearly enjoy filling containers with water. They shriek with laughter as they watch the water flowing down a sloping water structure, and work together to repeat this pattern. Many children feel a sense of achievement when they succeed in activities. For example, children smile proudly when they successfully master the skill of climbing platforms of different levels or when they use a tricycle independently. Children are learning to take turns, such as, when they observe others completing magnetic puzzles, before having a go themselves.

Children develop their independence skills effectively and nearly all children complete self-care tasks without support. For example, during toileting, the children are independent with handwashing. During snack, the children enjoy the relaxed atmosphere and take their time to use tongs to fill their plates from the serving platter whilst experiencing the use of real plates and cups. Children wipe their hands and faces independently when they have finished snack. Whilst they are supported with the routine of gathering their coats and bags as the session ends, the children enjoy

the independence of being able to put on their own coats.

Care & Development — Good

Staff are experienced and understand the setting's policies, implementing these consistently. They promote healthy lifestyles, physical activities, and children's personal well-being. Staff manage risks effectively and keep children safe. They have a clear understanding of their responsibilities to protect children and leaders explained they are developing clear visual safeguarding procedures for staff and visitors in relation to the setting's designated leads. Staff practice clear hygiene practices around snack and toileting practices and carry out nappy changing procedures with dignity and privacy. During snack times, staff wear appropriate protective resources and ensure foods served are varied, healthy and nutritious, such as crackers, sweetcorn, cucumber and grapes. Staff encourage children with handwashing and allow time for them to make choices about what they wish to eat, whilst promoting a calm, and sociable experience around the table. Staff are familiar with their responsibilities to safeguard children with allergies and intolerances, and display posters in the kitchen area to ensure safe practices. They are knowledgeable regarding their responsibilities to support children with additional learning needs and if required, work closely with professionals to meet children's needs. Staff follow clear procedures and keep records regarding medication, accidents and incidents.

Staff communicate well with children and have created a friendly and relaxed atmosphere. They are good role models for children and interact warmly throughout the session. For example, they sit with children during snack time, and alongside them during activities. They model respectful communication skills, leading to thoughtful dialogue. For instance, during the morning session we heard numerous examples of staff asking, *"Would you like to wash your hands for snack?" "Would you like help to step up?" "Would you like to wipe your face now?" "Could I change your nappy please?"* Staff observe children closely and respond to children's requests with interest, care and respect, resulting in the children being happy and content. Staff smile warmly and offer praise such as *"well done"* and *"da iawn,"* which has a beneficial impact on children's behaviour and self-esteem.

Staff have a very good understanding of children's needs, interests and how this affects their learning experiences. They communicate openly and work well together to build the children's confidence and resilience. They are knowledgeable and are aware of children's individual interests and decisions which lead to them providing further learning experiences. For instance, indoors, when children moved to the construction area and took an interest in cardboard tubes, staff suggested using cars to see if they could travel through the tubes. This resulted in great excitement and the use of further small world play resources. Staff occasionally use incidental Welsh at the setting such as words of praise, greetings, and Welsh songs. Staff document children's developmental progress which builds into planning documents and next steps, but not all observation records are dated. They provide children with varied opportunities to learn about the world around them by celebrating different cultures and festivals through craft activities, stories and events such as through the Easter theme at the time of our visit.

Environment — Excellent

Leaders offer an excellent level of security and provide effective measures to ensure everyone is aware of their responsibilities regarding the children's safety. They ensure the environment is very well maintained and have made extensive improvements to the indoor environment since the last inspection visit. Leaders offer a separate entrance and exit point for children and their parents. They ensure visitors can only access when authorised to do so, signing in at the main school entrance as well as signing the setting's visitors' book. They keep building and equipment safety certificates up to date along with purposeful risk-assessments. For instance, for resources, activities, events and trips, which are reviewed as and when any additional measures are identified. Leaders keep effective fire safety records and ensure fire drills and evacuation procedures are in place. They manage staff to children's ratios effectively and supervise the children well. Leaders maintain a daily register where children and staff are signed in and out of the setting accurately. They keep first aid kits on site and provide information boards for parents and visitors.

Leaders offer a welcoming and relaxed environment which is complimented with large windows offering plenty of natural light as well as the soft lighting around the setting. The background music and range of tasteful natural displays and hanging mobiles add to the aesthetically calming environment. They provide exciting, open play spaces for children, which enable them to move freely and independently. With newly designed areas, children can experience excellent opportunities indoors to explore, discover and make choices that affect them. For example, areas for snack, creativity, mark making, role play, stories, a sensory corner, floor play and physical activity. Leaders offer endless opportunities for children to follow their interests. For instance, the construction area provides a range of blocks, bricks, and loose parts. The indoors also offers access to an open plan kitchen for snack preparation and an office where all records are stored confidentially. Leaders provide child sized toilets, sinks and a nappy changing area nearby. They ensure the indoors leads directly to the enclosed outdoor area offering continual free flow opportunities for the children. This shaded area provides additional space to sufficiently develop children's physical and problem-solving skills through resources such as a water structure, climbing apparatus and mud kitchen. However, the outdoor area has not been maintained to the same standard as the indoors.

Leaders provide an excellent range of age-appropriate furniture and quality resources to stimulate the children's curiosity. For example, children can sit at low tables and chairs, access quality play kitchen units and a small sofa, and explore a climbing frame. Leaders offer a wide variety of quality natural resources such as loose parts and ensure children have access to a range of diverse books, sensory resources such as scarves and magnetic and wooden puzzles. Mirrors around the setting enable children to learn about themselves and the excellent range of small world play such as dinosaurs, as well as real life resources such as tins, pots, pans and kitchen utensils provide endless opportunities for learning.

Leadership & Management — Excellent

Leaders have an exceptional vision for the setting, which they share with others. They are passionate, enthusiastic and proud of their work and the partnerships they have built. Leaders keep comprehensive policies and procedures in place and a purposeful statement of purpose, which contribute effectively to the smooth running of the setting. They are knowledgeable about their regulatory responsibilities and are organised in reviewing policies, certificates, and records regularly. Leaders ensure documents are stored confidentially and reviews are carried out in a timely manner. They keep children's registration files up to date which include parental contracts, permissions and signatures, and any communication in relation to each child.

Leaders present an annual quality of care review. They also have effective arrangements in place for collating views and identifying areas for further improvement. Leaders and staff listen and are committed to improving the quality of the provision and outcomes for children.

Leaders have established a strong and experienced team of staff who work closely and effectively. Staff are knowledgeable, confident and enjoy the close collaboration and mutual respect they have for each other. We observed how staff supported one another to re-organise the setting and prepare the environment following the morning session in readiness for the afternoon session. Staff use this time to reflect, discuss and consider new ideas. Staff commented they feel valued and supported well by their leaders who empower them to fulfil their roles and responsibilities effectively. Leaders keep staff files up to date including those of students and ensure mandatory certificates are valid such as First Aid, Food Safety and appropriate Safeguarding training. In addition, leaders ensure regular training is provided as part of their ongoing professional development. For instance, training to support additional learning needs, language, health and safety and play work. Leaders follow an annual appraisal timetable as well as regular supervisions throughout the year, enabling staff to plan and fulfil personal goals.

Leaders have established robust and effective partnerships which improve the quality of the provision and outcomes for children. They have extremely effective links with the school in which they are based. For example, leaders arrange for the children to be included in a range of school events such as concerts, garden parties and an Easter Parade. They also join the school's younger classes for weekly sessions in the nursery garden and forest school. This supports the children very well in their transitions into the school environment. Leaders are committed to working collaboratively with early years partners and with health professionals who are also based at the setting, resulting in positive outcomes for children. Parents are highly supportive of the setting and praise leaders and staff for regular activities such as *'Toddler Talks'* and *'Stay and Play'* sessions which invite parents to participate in events such as sports, making hot cross buns and annual trips. Parents also said they appreciate the clear, inclusive and open communication shared via a software platform which ensures all families are kept up to date.

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)
Standard 20 - Child protection	Develop the setting's visual safeguarding procedures to highlight clearly the setting's designated leads, in line with the setting's safeguarding policy.

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Ensure all observation records, which document children's progress are dated, in order to monitor development and plan next steps.
Develop and maintain your outdoor area with care to provide further stimulating learning opportunities for children.

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