Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Thomas Flying Start

St. Thomas Community Primary School
80 Grenfell Park Road St. Thomas
Swansea
SA1 8EZ



Date Inspection Completed

23/01/2025

Welsh Government © Crown copyright 2025.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About St Thomas 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	21 March 2022
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is making a significant effort to promote the use of Welsh language and culture or is working towards being a bilingual service.

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

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

Summary

Children are confident, happy and enjoy their time at St Thomas Flying Start. They have a strong sense of belonging and are forming positive relationships with each other and staff. Children have good opportunities to make choices and decisions about what they want to do and how they want to play.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They manage interactions well; promoting positive relationships to ensure children feel valued and happy. Staff are good role models; they are very nurturing and meet children's individual needs effectively.

The environment is safe, clean, well maintained and very welcoming. It promotes children's play, learning and development well. There are a good range of resources that motivate children, sparking their curiosity and imagination.

Leaders are organised and manage the setting effectively. They have a good range of policies and procedures which staff implement successfully. Leaders encourage an active partnership with parents and other stakeholders, and they are committed to ensuring parents feel included in their child's learning. Parents are extremely happy with the care their children receive and feel well informed about their child's time at the setting.

Well-being — Good

Children are confident communicators and have good opportunities to make choices and decisions about what affects them. They are aware of the different choice of activities within

the setting. For example, some children choose to read a story whilst other children choose to engage in sand play or to participate in a messy play activity.

Children feel safe and secure, they are content and enjoy their play. They are confident expressing themselves because staff genuinely consider and respect their wants, interests and needs. Children have a sense of belonging and they are forming positive attachments with each other and staff. Some children often play together whilst others play independently, and others engage with a member of staff in their play. For example, one child read a book independently whilst others played together in the home corner area. Another child invited staff to create a picture with them.

Interactions between staff and children are consistently good and respectful. Children chat to staff and receive an immediate and genuine response; as staff chat, listen and have fun with the children. They happily play alongside each other and are beginning to share and take turns. For example, when a child was sitting at the table to do some craft, they shared the glue and paper with another child who came and sat down next to them.

Children are interested in their play and learning. They enjoy a good range of exciting opportunities that promote their all-round development. For example, we saw children participate enthusiastically in various activities in the main hall. They are curious to explore the different resources and equipment. Children are busy and self-motivated to initiate their own play and to influence their tasks and activities. They enjoy moving resources around and children have many opportunities to follow their own interests and ideas. Staff encourage children to evaluate their activities and play and therefore children have a high feeling of achievement and self-esteem.

Children have appropriate opportunities to develop their independence skills. They help with tidying up chores and wash their hands independently before mealtimes. Children are able to make decisions about whether to engage in adult led activities or free play and they are confident retrieving resources by themselves.

Care and Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a good understanding of their responsibilities to protect children; confidently answering safeguarding scenario questions. They are aware of

allergies including signs and symptoms and appropriately display allergy information. Staff have effective procedures in place to accurately record accidents, incidents and the safe administration of medication. They ensure parents and carers are informed and sign the relevant records. Staff implement robust hygiene practices and promote children's health successfully. They provide a range of healthy snacks for the children, fully supporting their individual needs. Staff sit with the children at snack time and chat with them, creating a social and relaxed atmosphere.

Staff promote positive behaviour very well; they consistently implement appropriate behaviour management strategies in line with their behaviour management policy. They use gentle tones, distraction and positive reinforcement with the children. We heard staff saying, *"You are so clever!" That looks amazing!"* and *Well done!"* when children showed them what they had done. This promotes children's self-esteem and self-confidence. Staff have a good understanding of children's development, which reflects on how they manage behaviour. They model good manners and encourage children to share and take turns, rewarding them and offering plenty of praise for their efforts. For example. Staff led a "What's in the box?" activity which involved children taking it in turns to choose something. Staff supported children to wait for their turn even when they found it difficult. They rewarded children who had taken part with plenty of praise as well as stickers. Staff ensured children knew why they were receiving a sticker. Children proudly showed their sticker off to other staff as well as the inspector.

Staff know the children well and have a good understanding of their individual needs and routine. They provide a good range of play and learning activities and frequently support and extend children's understanding in their play and learning. For example, during a messy play activity, staff asked open questions to extend conversation and introduced new vocabulary promoting children's curiosity. Staff use incidental Welsh during the session and sing Welsh songs during carpet time and during activities. They support and provide for children with additional needs and recognise the need to provide a flexible environment and routine. Staff reflect on training opportunities and seek ways to implement strategies which will have a positive impact on all children in their care.

Environment — Good

Staff implement successful measures and procedures to ensure the environment is safe, secure and well maintained. They complete effective and accurate risk assessments which are reviewed regularly. Staff swiftly address any hazards they identify promptly. They maintain accurate records of children's attendance and ensure the premises are secure with a robust system in place to record any visitors to the setting. Staff practise an appropriate number of fire drills to ensure children are familiar with the routine and they

regularly check fire safety equipment. They follow thorough cleaning routines to ensure the environment is well managed in terms of infection prevention and control.

Staff ensure the environment is well laid out with different areas which support children in their play and learning. It has very good indoor play space which children are able to explore freely and independently. For example, children are able to move from one area to another, transporting resources and equipment during their play. For example, children moved some sand over to the kitchen area where they wanted to make a cake. This means the environment meets the needs of the children and enables them to reach their full potential. Children have opportunities for role play in the home corner, engage in a messy play activity station, and a carpeted area where the children could have quiet time and read a story. There are colourful displays throughout the setting, which provide information for parents and display a wide selection of children's artwork. This means children feel valued and feel proud of their achievements. They have a good sense of belonging as they were excited to show the inspector their individual hook and box where their coat, bag and picture to take home were stored. During our visit, the outdoor area was not in use due to severe weather over the Christmas holiday. Staff ensure children have opportunities for physical activity through the use of the main hall and larger equipment. The children thoroughly enjoyed this; however, the time was cut short on the day of inspection and there was no alternative as they were unable to go outside.

Staff know the children well and have a good understanding of each child's individual needs and routine. This means they are confident providing a wide range of good quality, developmentally appropriate play and learning resources that spark children's creativity and imaginative play. There is a range of craft materials, books, jigsaws and games, vehicles, construction toys, dressing up outfits and a well-resourced toy kitchen area. Resources are sufficient in quantity to allow children a choice and prevent disagreements. Staff ensure children are able to easily access resources and materials as they are stored on low level shelves or within reach. They are labelled which ensures children can independently choose what they want to play with.

Leadership and Management — Good

Leaders manage the service effectively and are committed to ongoing improvements. They have a clear vision which they regularly review and share successfully with others. Leaders regularly review the policies and procedures, and staff confidently implement these in practice. Leaders maintain and share an effective statement of purpose, which accurately reflects the service and ensures parents and carers can make an informed decision regarding the care of their child. They agree appropriate contracts with parents and have a suitable procedure for obtaining permissions for activities such as photographs and

accessing emergency medical treatment. Leaders maintain their public liability and Information Commissioners Office (ICO) certificates.

Leaders regularly review and reflect on the service they provide in order to support their quality of care review. They seek feedback from parents and carers as well as outside agencies and they provide opportunities for them to make suggestions for improvements. The quality of care review is a purposeful document which strives to include these views and opinions from children and parents using the service. It identifies strengths of the service, for example staff are committed to providing an inclusive environment, and it also prioritises areas for improvement, such as developing their use of the dojo app to further enhance their communication with parents.

Leaders implement safe recruitment procedures to safeguard children. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise. Leaders recognise the importance of supporting staff through their own development and therefore ensure they receive regular training. This means staff are consistently aware of new initiatives which supports them to further their professional development.

Leaders have developed meaningful and positive relationships with parents and carers as well as a range of other professionals and key stakeholders. There are good systems in place to keep parents well informed about their child's time at the setting. Staff ensure good verbal handovers with parents at the start and end of sessions. Leaders are committed to engaging with parents, particularly with those from diverse cultures to ensure they are well informed and included in their child's learning and development journey. Parents we spoke to on the day of our visit were extremely positive about the setting, highlighting good communication and a supportive transition to nursery. Leaders work closely with the school to support the children as they move to nursery, enabling staff to accompany children to the nursery setting as they settle in. This ensures children are at the centre of the care they provide and are able to reach their full potential.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
30	The provider did not complete any accident or incident forms for the children who were injured during our inspection visit on 21/03/2022.	Achieved

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)
Standard 7 - Opportunities for play and learning	Provide children with additional opportunities to support their play and learning outdoors.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 20/02/2025