Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Helen`s Cygnets Flying Start

St. Helens Primary School
Vincent Street
Swansea
SA1 3TY



Date Inspection Completed

30/11/2023

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About St Helen`s Cygnets Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Childcare and Play Services
Registered places	34
Language of the service	English
Previous Care Inspectorate Wales inspection	25 October 2017
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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's needs are fully considered, and they have a clear sense of belonging. They interact happily with each other and with staff and know they will be listened to. Children choose where they wish to play and can participate in a range of purposeful and age-appropriate activities.

Staff fully understand and follow policies and procedures to promote children's healthy lifestyles, safety and well-being. They support children in all aspects of their progress and develop their independence skills exceptionally well. They carefully observe and plan for next steps to meet the individual needs of the children. Leaders and staff have highly effective measures in place to ensure that everyone understands their responsibilities to ensure children's needs are fully met.

The environment is exceptionally maintained. They provide an excellent range of age-appropriate resources and purposeful equipment to nurture children's developmental skills. Leaders ensure risk assessments are fully embedded and updated regularly and have highly effective ways to adapt the environment according to the needs of the children.

Leaders ensure that they comply with all the relevant regulations and exceed the National Minimum Standards. They have an exceptional vision for the future. They retain a skilful and knowledgeable team of staff and have innovative partnerships with parents and professionals.

Well-being Excellent

Children are comfortable, settled and relaxed within their play environment. They benefit from familiar staff who know them very well. Nearly all children arrive at the setting happy, and immediately immerse themselves in the play opportunities available. They are familiar with their routines, such as washing hands, snack times and nappy changing. Children feel highly valued by staff who give them continuous prise and encouragement. They feel that staff fully understand their verbal and nonverbal requests for resources and toys of their choice. For example, the children who pointed towards the flour and water were given support to play, and those who wanted more water confidently made requests to staff. Children have a good self-esteem. They smile as they are cheered for using the dough cutter to cut out a star shape successfully. Children show very close bonds with staff. They run to staff for cuddles and feel a strong sense of belonging as they move around the areas freely and confidently.

Children have a very strong voice. They are confident making choices about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon. For example, they show great interest in trains, dinosaurs and messy play activities which are supported both indoors and outdoors. Children's interactions are positive. They successfully play alongside other children with ease and share resources such as bears, oats, spoons and cups in the 'Goldilocks and the three bears' sensory play activity tray.

Interactions between children and staff are excellent. Children respond well to staff who intervene during situations where they want the same resources. For example, children who wanted the same bowls during a messy play activity with flour and water responded well when they were offered a similar alternative. Children have very close relationships with staff as they engage in conversations with them about their family members, talking about making Christmas cards for their Nanny and talk about her pet cat.

Children are very excited about their play experiences. They engage in different play situations and move around the variety of resources available to them confidently. Children are animated as they use the tambourines to sing and play along to Christmas songs, such as 'Jingle bells.' They show interest and stimulation when outdoors, using the bikes to race down the ramps and play shop with the assistance of staff members. Children enthusiastically build train tracks and enjoy playing with the sensory materials and embrace the calming lights of the sensory room at times when they need to rest. Children excitedly play with the dinosaurs moving them from one area to another, indoors and outdoors with confidence. They enthusiastically pulled animals out of a box and awaited staff to sing the song according to the animal selected, such as, 'baba black sheep' and 'hickory dickory dock.'

Children develop some excellent independent skills. They develop skills mostly through play, as they pour and move foods, such as oats, from one pot to another. Children know their routines very well. During snack time, they embrace the opportunities to independently wash hands, get their own cups and plates, select healthy foods and cut their own salads and fruit; and older children pour their own milk and water. Children are encouraged to be independent whilst wearing and taking coats off. They independently choose their favourite and desired resources during play and develop physical skills by riding bikes, sending and receiving a ball, climbing and balancing on resources.

Care and Development — Excellent

Staff fully understand the policies and procedures to keep children safe and healthy. They promote children's healthy lifestyles, physical activities and personal safety and wellbeing. Staff provide healthy foods and drinks for children. They encourage children to explore and try new textures and tastes at snack time. They ensure children wash their hands before food and staff wear PPE to assist children and when preparing foods. Staff carry out daily detailed environmental risk assessments according to the children's needs. Checks and daily cleaning are recorded. During nappy changing, staff follow policies and procedures effectively. All staff are confident about their understanding in relation to child protection and safeguarding children. They responded confidently to potential child protection scenarios discussions and understand the procedures to follow if there was a child welfare concern. Staff keep records of accidents, incidents and pre-existing injuries, and during the course of the inspection a new form has been created to include parental signatures on records. All staff hold current paediatric first aid, food hygiene and child protection training and they are aware of prevent duty, the ALN framework, and the Curriculum for Wales.

Staff create very positive relationships with children in their care. Interactions are consistently warm, engaging and demonstrate sensitivity and genuine understanding and kindness towards children. They effectively offer praise and encouragement to children for their achievements for doing things for themselves. We heard staff praising children for their lovely picture saying, *"that's a beautiful picture, I like that*", and staff praised children for being brave after they'd hurt their finger. Staff are excellent role models. They encourage children to say 'please' and 'thank you' to others. Staff demonstrate calm and polite discussions with children and fully understand and implement the behaviour policy, consistently using positive reinforcement for children. They encourage children to be careful when handling resources such as knives and scissors.

Staff ensure children are fully supported to follow their interests and ideas, indoors and outdoors. Staff observe children's progress and development daily, and they promote children's developmental next steps effectively through play. Staff fully understand and support children with additional learning needs. They support children's non-verbal understanding by showing them foods at snack time to entice them to the snack table/area. They respect and understand children's different languages and backgrounds by saying words from their home language. They support children's use of English and promote some Welsh language skills through singing, recognition of colours and counting in Welsh. These include using numbers, colours and nursery rhymes with props to encourage children to choose songs to sing. They promote children's knowledge and understanding of cultures and diversity including Diwali, Chinese New Year, Eid, and other cultures and celebrations, where they include parents' ideas to celebrate bespoke family traditions.

Environment — Excellent

The environment is warm, safe and highly maintained. Leaders ensure the entrance is secure and doors to other areas of the building are locked to ensure only authorised access is granted. They have effective measures in place. Leaders provide in-depth comprehensive risk assessments for the premises and activities carried out in and outside the setting. Staff keep children especially safe by completing daily safety checks of the environment to identify and eliminate risks to individual children. Staff are vigilant about arising risks in the environment and measure the risks according to the age and stage of children cared for during the different sessions.

The environment is extremely welcoming and very child friendly. It provides bright, spacious and exciting areas for children to explore and develop their curiosity and interests. Calming neutral décor and photographs displayed of children and their families create a homely atmosphere. Pictures, and children's artwork celebrate children's achievements and gives children a sense of pride and belonging. The main rooms are very well organised to promote all areas of children's development. Leaders provide an excellent range of resources to promote children's awareness of cultures and diversity and the world around them. The setting has suitable furniture and resources to support children's independence. For example, there are tables, chairs and low-level storage which allows children to develop independence in their ability to reach for their own resources through play. There are toilets and toileting aids which give children opportunities to be independent and liquid soap and paper towels when addressing their personal care. Leaders and staff ensure privacy and dignity is met at all times.

Leaders ensure resources in the outdoor environment are very well organised and kept clean, which is an extension on the learning that happens indoors. The resources are of excellent quality and provide for children's curiosity and exploration. These include balancing apparatus, role play, construction blocks, reading (English and some Welsh), gardening opportunities, bikes and balls. Indoors, there are plentiful opportunities for children to develop independence when climbing, balancing, using balls, and areas to develop early pouring and measuring skills. Leaders provide warm and cosy areas for children to rest and play. There are mark making opportunities for older children and construction areas, as well as resources which promote children's curiosity with a sensory room which includes soft lighting and different textures and materials.

Leadership and Management — Excellent

Leaders have an excellent and innovative vision for the future running of the setting and a passion to provide positive outcomes for children and their families.

Leaders are well-organised and ensure all records are easily accessible. There is a statement of purpose which is clear and accurately reflects the setting and the service provided for children and families. Policies are regularly updated and the child protection policy which required more detail was promptly amended during the inspection process. Records show that children's contracts and permissions are obtained and there are clear records of child and staff attendance showing those who are looking after children at all times. These records show that staff to child ratios are exceeded at all times.

Leaders ensure staff suitability checks are in place and DBS checks are current. Staff are well-qualified, and they receive regular supervision and appraisals. These are carried out regularly and provide a strong culture of professional development through regular training opportunities. Mandatory training is in place for staff, and they receive extensive training opportunities on ALN, Welsh language, and planning and the Curriculum for Wales is discussed and progressed through regular staff meetings. During staff meetings leaders ensure that safeguarding is one of the priorities for discussion. Leaders are confident about their processes in relation to child protection and safeguarding children. Staff feel that they are highly valued, respected and cared for by leaders who are very supportive of their roles and responsibilities as well as their overall personal well-being.

Leaders keep Care Inspectorate Wales (CIW) fully informed of staff changes, significant changes to the provision, and child welfare circumstances. They have completed the Self-Assessment of Service Statement (SASS) and have completed the quality of care regularly and promptly. The report considers the views of children, staff, parents and outside agencies which work closely with the setting. Leaders very effectively ensure these views are embedded in the targets for improvement and there are self-evaluation and development plans for the setting which are well-embedded and continuously effectively reviewed.

Partnerships with the school and the outside agencies are excellent and a strength for the setting. They work very closely with the local authority, the primary school and health visitors. Parents and carers are extremely happy with the care given to their children. They feel very well informed about the progress and wellbeing of their children. Parents and carers were full of praise for the leaders and the staff, and the setting as a whole, which has had a huge positive impact on the children and families within the community.

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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