Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ffrindiau Bach Trimsaran

Flying Start Eary Years Centre/ Canolfan Blant Bynyddoedd Cynnar Dechrau'n Deg
Ysgol Gymunedol Trimsaran
Heol Waunyclun
Kidwelly
SA17 4BE

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

06/12/2024

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About Ffrindiau Bach Trimsaran

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmarthenshire County Council Child Care and Play Services
Registered places	19
Language of the service	Welsh
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.18 July 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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

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

Summary

Children are extremely confident in their communication and have a strong sense of belonging. They interact happily with each other and with staff as they know their opinions and interests are highly valued and acted upon. Children fully follow their own interests and can participate in a range of purposeful activities.

Staff fully follow and understand policies and procedures to promote healthy lifestyles, safety, and well-being. They implement consistent routines which support children to settle quickly and encourage them to develop their independence skills. Staff are fully aware of children's individual development. They plan comprehensively for the next steps and consistently review progress to meet the needs and interests of the children.

The environment is a safe and happy place for children to play and learn. The management team ensure risks are identified and managed well. They ensure the indoor and outdoor areas are effectively maintained, organised and are child friendly. Managers organise resources which are of good quality and suitable for the children's ages and stages of development.

Managers lead the setting well. They ensure the required paperwork is kept up to date and reflects the care provided. Managers conduct a regular self-assessment of the setting to ensure improvements are made. There is a good team of staff who work well together to ensure the sessions run smoothly. They have good relationships with parents, providing information and support.

Well-being Excellent

Children are very confident communicators as their wants, moods and needs are fully considered. They make requests, discuss their play and respond to staff. For example, a staff member asked if the children wanted to go out to play, which they decided at the time, they did not want to, and this was respected by the staff. Children have good opportunities to make choices and decisions about what affects them. They can choose where they want to play and are supported in their choices.

Children cope extremely well with separation because efficient daily transitions fully recognise and support individual needs. They confidently arrive at the setting, taking off their coats and bags before eagerly going to play. Children are delighted and express enthusiasm and enjoyment. We saw lots of smiles and enthusiasm throughout their time at the setting, with children settling quickly and engaging with the resources around them. Children are clearly familiar with the routines of the setting, which allows them to feel secure. For instance, when a staff member asked "*beth i ni'n gwneud cyn snac?*" (what do we do before snack), all children cheerfully responding with "*golchi dwylo!*" (wash hands!)

Interactions between children and adults are consistently very good. Children are welcomed warmly into the setting, given opportunities to share their feelings, asked about their play and responded to consistently. Children have strong relationships with the adults who care for them. The look to them for support or to include them in their play. For example, one child enthusiastically called for a staff member, leading her by the hand to join them at the car. Children are starting to express empathy and are developing friendships. For instance, one child called out and went looking for their friend to make sure they had their handbag for the shop. Children play well together for their age and happily share toys and resources with each other.

Children are highly motivated in their play and learning. They thoroughly enjoy exploring the toys and resources available to them. For example, they eagerly explored the train, calling "*all aboard*" to their friends and asking for "*tickets please.*" Children enjoy a good range of interesting opportunities and can choose to relax and have quiet times. They can choose whether to play inside or outside, to play with the activities set out for them or to explore the resources independently.

Children take part in activities resulting in a great feeling of achievement. For example, using a gingerbread making activity, children were very enthusiastic and demonstrated immense pride when staff 'tasted' their creations. Children are self-motivated to initiate their own play and to influence their tasks and activities because child led activities predominate. Children have some excellent opportunities to develop their independence skills.

Care and Development — Excellent

Staff have a good understanding to promote healthy lifestyles, physical activities, personal safety and well-being. They identify and proactively manage risks effectively. For example, staff positioned themselves and moved around the play area to monitor the children. Staff support children to speak or express themselves exceptionally well as they receive an effective and meaningful response and interaction. For instance, the door to the outside was opened and staff asked the children "*do you want to go out?*" which the children replied "*no*" and staff reassured them about their decision, offering them the option later in the session. Staff implement robust cleaning and appropriate hygiene practices. They follow good nappy changing processes, ensure the tables are wiped before snack and encourage children to wash hands before snack. Staff have a thorough understanding of their responsibilities to safeguard children. They confidently answered what they would do if they had any child protection concerns.

Staff are exceptionally responsive to children's needs, wants and requests. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, we heard staff using positive reinforcement of "*well done, good job"* with the children. Staff have an excellent understanding and knowledge of child development and how this affects children's behaviour. They act as very good role models at all times. Staff are consistently responsive; they genuinely listen and respect children's views. The interactions are very positive, demonstrating warmth and kindness. Staff are sensitive to the needs and experiences of individual children.

Staff are fully aware of children's individual needs and development. They continuously discuss and highlight successes of individual children during the session, making written records of their observations. Staff implement an excellent range of activities to develop children's skills, knowledge and independence, using children's interests to influence the activities. For instance, staff complete a reflective practice record, noting what they want to improve and any impact on children's play and learning following any changes they have made. Staff plan comprehensively for children's next steps and developments. For example, staff complete individual play plans to support children and ask parents to complete a strengths and difficulties questionnaire to ensure they get to know the child before they begin at the setting. They actively contribute to planning that shows progression, which significantly supports the individual needs of all ages. They have a robust process in place to support children's transitions to other settings or school. Staff recognise when children may have additional needs. They take purposeful actions in a timely manner and make effective use of the support services.

Environment — Good

Leaders ensure the environment is safe, secure and well maintained. There are good risk assessments in place which cover a wide range of areas including the outdoor area, fan and heaters, fire and the general setting. They also ensure individual risk assessments are completed when needed. For example, when a child's physical needs changed, they carried out a risk assessment to ensure they were able to meet their needs. Leaders ensure there is evidence of some safety checks in place. For instance, we saw evidence of emergency lighting testing, fire maintenance checks and portable appliance testing. However, not all documents were available for inspection on the day of the inspection visit. Leaders ensure regular fire drills are carried out and daily checklists are completed.

Leaders ensure the environment has extensive play space for children to move freely and explore safely. For example, children can play a wide range of indoor spaces and have free access to the outdoor area. Leaders ensure the environment meets all the children's needs. They offer spaces for creative, imaginative, language, exploration and to sit and relax. Leaders ensure that any outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a good range of resources. Leaders organise the environment well so that it provides a very good range of play opportunities suitable for nearly all the age ranges cared for. The premises are welcoming, warm and accessible to all, with children's work on display giving them a sense of belonging.

Leaders ensure children have access to a range of resources that sustain their interests. Resources are plentiful and are readily available to support children's independence and choice. For instance, resources are stored at low level, in boxes or on shelves to allow children to access things themselves. There is a good selection of Welsh language and multi-cultural toys and books to promote children's curiosity about the wider society, promoting equality, and learning about cultural awareness. Furniture is of good quality, well maintained and is appropriate to the age of the children. There is a good-sized outdoor play area which is well maintained and presents interesting opportunities for the children.

Leadership and Management — Good

Leaders drive to develop the service is a real strength of the setting and there is effective day-to-day running of the setting. There is an effective statement of purpose, which fully reflects the setting and together with the parent pack gives parents a clear vision of what to expect. Leaders have a wide range of policies in place, which are reviewed regularly and implemented in practice. They ensure all required records about the children are collected and accurate including a contract, permission forms and additional information about the children. Leaders ensure they keep Care Inspectorate Wales (CIW) informed of changes to the setting. For example, they keep CIW informed of changes to the statement of purpose and any other events.

Leaders actively implement continuous and meaningful self- evaluation. They work diligently seek and implement the suggestions of children, their parents/carers, staff and other interested partners. They produce a clear quality of care report which describes what they do well and includes some aims of where they wish to make improvements. Leaders have a clear process when dealing with complaints.

Leaders follow safe recruitment processes to safeguard children. They carry out pre-employment checks on staff members. However, not all information was available to inspect on the day of the inspection visit. Since the inspection visit, leaders have confirmed that all pre-employment checks are in staff files and available for inspection. The performance management process is very good and allows staff to attend a range of training courses. For instance, staff have attended safeguarding, first aid and food hygiene training as well as potty training, ADHD and Neurodiversity training. Regular satisfactory supervision and appraisals are carried out, which allows staff to discuss any concerns, any issues or training needs. Staff said they enjoy their work, felt supported and could go to the management of the setting to discuss anything.

Leaders ensure all communication and engagement systems with parents are good. They keep parents well informed via verbal or digital messages, using information shared with them to support children's wellbeing. For example, they print photos which are shared by parents, to support children's feeling of belonging. Leaders have very strong links with a range of professionals, the community and other stakeholders. They work with the local school, health visitors and the local council to support children and families which use the setting. Leaders consistently respond positively to information and advice given to improve children's well-being and identified needs. Leaders ensure that when there are concerns about children's progress or development, there are clear and effective procedures and protocols in place for sharing information. These are followed consistently and nearly all children have benefitted greatly from the action taken.

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	

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 24 - Safety	Ensure that appropriate safety certification is available for inspection by Care Inspectorate Wales.

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.

Best Practice
Recommendation(s)
Ensure that all evidence of pre-employment checks is available in staff files.

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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