Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start Penyrheol

Penyrheol Flying Start, Caledfryn Way, Penyrheol, Caerphilly, CF83 2BW

07720948017

The inspection visit took place on 11/02/2026

Service Information:

Operated by:	Caerphilly Flying Start
Care Type:	Children's Day Care
Registered places:	12
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 provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

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

Summary:

Children are extremely happy and relaxed and enjoy their time at the setting. They feel very safe and secure in the care of warm, responsive staff. Children have excellent opportunities for play and learning and develop their independence through a range of quality experiences and play. They interact very well with their friends and staff.

Staff are patient, kind and caring and offer reassurance to children when needed. They know the children very well which enables them to cater to children's individual needs. Staff have an excellent knowledge of how to keep children safe and healthy. They have an extensive range of policies, procedures and documentation in place which effectively support them when undertaking their roles.

The environment is secure, clean, welcoming, and organised to support children's play and learning. There is a good range of equipment and resources both indoors and outdoors to encourage children to play and learn. The environment provides children with opportunities to make

independent choices in their play.

Leaders value staff and provide effective and regular support. They have excellent partnerships with parents, carers and other professionals, ensuring they work collectively to support children's learning and development. Leaders successfully embed their policies in the running of the setting.

Findings:

Well-being — Excellent

Children are given plenty of opportunities to make choices and express their views. They confidently choose the activities and resources they wish to play with. For example, we saw children engage in playdough activities, choosing and selecting which cutters they would use and sharing what they would create. We heard a child excitedly exclaim *"It's a dinosaur, raaargh!"*. Children confidently use their voice to talk to others about their play. At the water tray, we heard a child tell their friend, *"Wow! It's a bear! It's in ice!"*

Children feel valued and can express how they are feeling to their friends and staff. They are extremely happy and settled and arrive at the setting with enthusiasm. Children say "hello" to their friends and most will introduce themselves to visitors. Children have very positive relationships with each other and strong bonds with staff, who know them well. They are very familiar with the daily routine and move through it with confidence.

Children successfully interact with each other and adults. They play positively alongside one another, offering support if needed. For example, we saw two children playing with a ball drop game. One told the other *"Use that hammer. Hit! Good boy"*. Children naturally use good manners and show genuine kindness and care to one another when playing. We saw many children sharing impromptu hugs during our visit or placing an arm around the shoulder of a friend.

Children express enthusiasm and enjoyment. They constantly laugh, smile and chatter during their play. They experience a range of play activities both indoors and out, which promote their all-round development. We saw children having lots of fun playing outside in the rain, wearing waterproofs and wellies to go down the slide and splash in puddles. Children are eager to engage in simple, adult-directed tasks. During circle time, they enjoy using a tap-tap box to choose an object and sing a related nursery rhyme. For example, one child chose a soft silver star and they all sang 'Twinkle Twinkle'.

Children are flourishing and their independent skills are developing well. On arrival at the setting, they find their star on the cloakroom wall and use it for self-registration. During snack time, children butter their own crackers, serve themselves fruit and pour a cup of milk or water from a jug. Staff promote children's self-help skills by encouraging independence according to their age and stage of development. They build upon this term by term, sharing actions and expectations with parents and carers through a well-placed wall display.

Care & Development — Excellent

Staff show an excellent understanding of their roles and responsibilities in keeping children safe and healthy. The setting has a wide range of detailed policies, procedures, and documentation, which staff follow consistently as part of their daily practice. A thorough safeguarding policy and procedure is in place, and staff confidently explain the actions they would take if they had a concern. This reflects their strong understanding of their duties and their commitment to managing safeguarding issues appropriately. Staff promote and maintain high standards of hygiene. For example, they actively encourage children to wash their hands before meals and after outdoor play or messy activities. Staff are confident in recording, maintaining, and reviewing a variety of documentation, including accident and incident forms, existing injuries, and medication records. This ensures children are effectively safeguarded. They complete a daily room register of children in attendance and record who will be collecting each child that day. Staff use the same register to sign in and out, however this is not used consistently. Staff provide a wide range of healthy, well-balanced snacks that they prepare fresh each day. They follow robust procedures to support children with allergies or specific dietary preferences. During snack time, staff create valuable opportunities for children to talk, helping to make the experience calm, social, and enjoyable. Staff ensure children have regular fresh air by giving them daily access to the outdoor play area.

Staff are extremely warm, kind and caring towards the children. They are very responsive and nurturing, which means children approach them with ease. Staff work particularly well together to support and promote children's social behaviour, being mindful of their age and stage of development. There is an effective behaviour management policy, promoting positive strategies. Staff implement this well, using distraction methods and lots of positive language to reinforce positive behaviour. Staff are excellent role models; they encourage good manners and prompt the children to say "please" and "thank you".

Staff support children's learning and development in a highly effective way. They plan a wide range of play experiences that appeal to children's interests. Children's contributions are highlighted in the planning, along with adult planned activities and 'in the moment' learning opportunities. Staff evaluate children's enjoyment and engagement in their play regularly. They collate this information in a 'Child's Voice Journal' and use it to adapt and plan for further play opportunities. There is an effective system in place to monitor and track children's progress. Following an initial assessment, staff carry out regular observations of children's play to identify their stage of development and plan for their progression. This means staff meet children's individual needs extremely well. Staff use incidental Welsh frequently and naturally and this is very much a strength of the setting.

Environment — Good

Leaders ensure the setting is safe, clean, and secure. Visitors must sign in and out of the building. Leaders have measures in place to maintain the safety of the environment, including daily, weekly, monthly and termly tasks. They carry out regular fire drills, ensuring all staff and children know what to do in the event of a fire. There is a suitable range of risk assessments in place to maintain a safe environment. Staff complete daily checks of the premises to identify any risks to children's safety. Activities, such as playdough, craft and water-play are risk assessed as well as outdoor play and local outings. Safety certificates are up to date including electrical testing, and fire safety checks.

The setting is welcoming, warm and friendly. The layout and arrangement of the base room meet children's needs well and allows them to access resources with ease. Leaders ensure the space promotes a range of play and learning. For example, a home corner, a construction area and a comfy book corner with soft furnishings. Staff display children's artwork and photographs giving them a sense of belonging. Toilet facilities are clean and accessible and nappy changing provision considers children's privacy and dignity. Soap and hand drying facilities are easily accessible to support children's independence when washing their hands. The outdoor area is an appropriate size for the number of children attending and staff are keen to further enhance this space. Children enjoy accessing the garden in all weathers. We saw children watering the cabbage they had grown, mark-making with chalks and paintbrushes and exploring the water tray.

Leaders provide children with good quality resources, which support their needs and stage of development. Furniture and storage are appropriate for the children so they can be independent and comfortable. Resources are varied and readily available to further support children's independence and choice. For example, resources are stored at low level, in boxes or on shelves to allow children to access things themselves. There is a good range of both natural and manmade materials available, such as wooden loose parts or colourful matching turtles. Leaders have begun introducing authentic resources which reflect real-life experiences to enrich children's imaginative play.

Leadership & Management — Excellent

Leaders have a clear direction for the setting and share their vision very effectively with staff. Teamwork is strong, with staff collaborating well and speaking very positively about one another. Leaders maintain a clear and effective statement of purpose that accurately represents the setting. They ensure staff effectively apply the relevant policies and procedures throughout the setting. Leaders gather, record, and securely store all required information relating to staff and children. Detailed records of children's individual needs and preferences are kept, and all necessary parental consents are in place.

Leaders show an excellent commitment to ongoing improvement and systems are in place to support this. These include a comprehensive quality of care review, a 'supporting improvement' plan, as well as regular evaluations carried out by the local authority. Leaders seek the views of staff, children, parents, and professionals who have links to the setting to inform their quality of care review. All staff are open to new ideas and keen to try out different ways of working for the benefit of children. They are eager to deliver best practice and value feedback from umbrella organisations and external auditors.

Staff files are very well organised and safe recruitment checks are carried out to ensure staff are suitable to work with children. All staff receive regular, purposeful supervisions and annual appraisals, which enable them to identify their strengths and areas for development. There are enough qualified and experienced staff to make sure children are extremely well cared for. New staff receive a thorough induction that helps them feel confident and able to carry out their roles successfully. All staff have up-to-date mandatory training, along with a broad range of additional training that further strengthens their practice. The staff team are enthusiastic, motivated and enjoy their work.

Leaders have established valuable and effective partnerships with parents, local schools, and other professionals. The Person in Charge (PiC) invites the local nursery teacher to visit and meet children starting nursery the following term. This supports a smooth and positive move into school and allows for the sharing of important information. Parents are invited to termly 'Stay & Play' sessions as well as monthly 'Rhyme Time' meets. The local authority Inclusion Officer was visiting during our inspection and spoke positively about the setting and the team. Feedback from parents is very complimentary with one parent sharing; *"he has flourished with all the support he has had. I could not ask for a better bunch".*

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)
	No NMS Recommendations were identified at this inspection

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 staff consistently sign in and out, using the room register.
Increase the use of authentic, real-life resources within learning areas.

Welsh Government © Crown copyright 2026.
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.