



## High Flyers



Dafen CP School, Lon Yr Ysgol, Llanelli, SA14 8LL



07519366007

**Date(s) of inspection visit(s):**

19/06/2025, 26/06/2025, 07/07/2025

## Service Information:

Operated by:	First Foundations Nursery Ltd
Care Type:	Children's Day Care
Registered places:	10
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 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

**Good**



Environment

**Good**



Leadership & Management

**Good**

## Summary:

Children are very happy, relaxed and enjoy their time at the setting. They have excellent opportunities to make choices and decisions about how they spend their time. Children are developing positive, healthy relationships with their friends and staff. They have superb opportunities which encourage their curiosity, extend their learning and enable them to follow their own interests.

Staff are professional and passionate about working with children. They implement the setting's policies and procedures well. Staff are patient, kind and caring towards each other and the children. They support children's learning and development through a wide range of planned activities led by the children's interests and developmental needs. Staff keep accurate records of children's progress and monitor their development very well.

People who run the setting have systems in place to ensure the environment is safe and secure. The facilities are attractive, accessible and well maintained. There is a wide range of stimulating, age-appropriate resources that meet children's needs well.

People who run the setting are committed to improving standards for the children and families that access the service. They have clear policies and procedures in place and a statement of purpose which accurately represents the day to day running of the service. The experienced staff team are very enthusiastic and take great pride in their work. The setting has positive relationships with parents and other professionals.

## Findings:



### Well-being

**Excellent**

Children are given excellent opportunities to make choices and decisions. They communicate very confidently with staff and others. For example, children tell staff when they want more at snack time. Children request resources or support through verbal and non-verbal methods as they are assured that staff will understand their attempts to communicate. They share their ideas and suggestions on topics and activities to explore, and these are recorded and shared.

Children are extremely well-settled because efficient daily transitions fully recognise and support individual needs. They arrive happily and are eager to play within their preferred areas and resources of interest. For instance, after leaving their parent/carer in the foyer, children access the main play area, eagerly sharing their news with staff. Children have a very good sense of belonging and are clearly familiar with their daily routines. For example, children wait patiently for staff to help them apply sun cream and line up by the door to go outside.

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. They play happily alongside each other and welcome visitors to the setting. For instance, they greet us with smiles and one child excitedly showed us their bag. Children are quickly developing an understanding of the rules of behaviour and nearly all children cooperate successfully. Children needing additional support respond positively to staff intervention and can change their behaviour appropriately. Children interact very well and play kindly together. For example, a child enthusiastically praised their friend for 'good pouring' after watching them serve their own drink.

Children have exceptionally good opportunities for all types of play. They thoroughly enjoy exploring what is on offer and are supported by staff in their choices. Children concentrate on activities for age-appropriate lengths of time. For instance, one child carefully placed her doll into the cot, giving the baby a bottle and blanket and telling staff the baby was happy. Children are very active when playing outside and eagerly explore the activities on offer. For example, they excitedly hammer and move ice blocks to investigate what item is inside.

Children develop a wide range of skills as they play and develop their independence. Staff encourage and give children the confidence to do things independently before they intervene. For example, they encourage children to spread butter on their toast before offering to help.



## Care & Development

Good

Staff implement procedures well to keep children safe and healthy and to promote their development and well-being. They encourage children to follow good hygiene practices. For example, they encourage children to wash their hands and provide opportunities to brush their teeth daily. They ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Staff have sound knowledge of children's allergies, dietary requirements, and medical needs. They are confident in recording accidents, incidents, and the administration of prescribed medication. Healthy eating is given high priority and snacks served include a portion of fruit along with a choice of milk or water. Staff have a good knowledge of safeguarding and the procedures to follow. They are aware of their duty to report any concerns and are confident in the steps to take should this be required.

Staff interact extremely well with the children and build positive relationships with them. They use praise and positive reinforcement to support children's confidence and development. For instance, staff enthusiastically praise children as they serve ice cream in the role play area and compliment children when they successfully cut their toast. Staff are attentive, warm, patient and offer reassurance when needed. They are aware of the children's needs and recognise when they are unsettled, identifying ways to support them. For example, staff skilfully distract children if they become upset, suggesting activities which interest them, meaning they calm down quickly. Staff implement a positive approach to behaviour, frequently praising and reinforcing positive behaviour in line with the setting's behaviour management policy.

Staff have effective skills and knowledge to identify children's individual needs and plan appropriate play and learning opportunities. They support children's learning and development very well. Staff plan a good variety of activities which allow children to follow their own interests and motivates them to learn. They carry out regular observations of the children to enable them to track their progress, development and identify their next steps and interests, which they plan for effectively. They support children's play and learning effectively, asking questions or using language to enhance their play. For instance, while playing outside, children were playing with the water and staff pointed out that the child's jug was full and theirs were empty. During another activity, a child started adding water to the sand. Staff noticed that the child was looking confused, so they asked, "*have you added enough, or would you like to add more?*" Staff support children with additional learning needs well. Systems are in place to monitor and identify any emerging additional learning needs children may have, and staff work well with outside agencies to support children. There is good use of the Welsh language at the setting. Staff promote the Welsh language well, using simple phrases and words with children, which children are beginning to understand.



## Environment

Good

People who run the setting ensure staff follow stringent procedures to maintain an environment which is safe, clean, and secure. Visitors, staff, and children are accurately recorded on arrival and when leaving the building. Regular fire evacuation drills are carried out. Leaders have undertaken appropriate risk assessments for the building, specific activities and individuals. For example, young persons and pregnant workers. They ensure these are reviewed regularly. They have evidence to show that building systems such as fire, electrical and gas are serviced and tested in line with their requirements. However, not all evidence of action taken or review following these checks is recorded.

Staff undertake daily safety checks and carry out visual risk assessments, recording and reacting appropriately to any issues which arise. People who run the setting have appropriate insurances in place and these are displayed within the setting.

People who run the setting ensure the environment has extensive play space for children to move freely and explore safely. For example, children can play in a range of indoor spaces including at tables, in role play areas or spread out on the floor. People who run the setting ensure the environment meets all the children's needs. They offer spaces for creative, imaginative, language, exploration and to sit and relax. People who run the setting ensure any outdoor play space is used as often as possible including to eat snack. They organise the environment well so that it provides a very good range of play opportunities suitable for 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.

Children have easy access to very varied and interesting resources that aid their development effectively. 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. Staff ensure children have access to a variety of textures and materials to aid their sensory development. They use a good range of real-life, natural and man-made resources throughout the setting. There is an appropriate range of multi-cultural resources and displays reflect our diverse society. Photos also show the wide variety of activities, resources, displays and visits the children have undertaken which supports their understanding of their local and wider world. In the outdoor areas, children have access to large play equipment and items that are set up to engage their imaginations.



## Leadership & Management

Good

People who run the setting are very experienced and manage the service effectively. They have a good understanding of their responsibilities and strive to ensure they provide the best possible outcomes for the children and their families. The statement of purpose provides a good reflection of the setting and includes all regulatory and National Minimum Standards. Documents such as children's contracts are signed by parents. Worthwhile information is sought to support the child's experiences at the setting. Permissions are sought for a range of activities. For example, staff to administer emergency first aid and for children to take part in the Designed to Smile tooth brushing scheme. People who run the setting have up to date policies and procedures which are regularly updated.

There is a strong commitment to consistently improve the quality of the setting, thereby promoting positive outcomes for both children and staff. People who run the setting have implemented all recommendations from their last inspection. For instance, they have informed Care Inspectorate Wales (CIW) of changes to staff. People who run the setting carry out an annual review of the service, consulting with professionals, parents, staff and children well. They produce a clear quality of care report which describes what they do well and includes aims of where they wish to make improvements. They have completed the annual self-assessment service statement (SASS).

People who run the setting follow safe recruitment processes to safeguard children. They carry out pre-employment checks on staff members. However, not all information was available to view on the day of the inspection visit. During the second inspection visit, all pre-employment checks were in staff files and complete. 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 early childhood crisis and trauma, advanced playwork and Eiklan training. Regular supervision and appraisals are carried out. These are effective and allow staff opportunities to discuss their personal targets, any concerns, issues or training needs as well as other topics. The discussions are reviewed and monitored as part of the setting's ongoing review. Staff said they enjoy their work, felt supported and could go to the management of the setting to discuss anything. People who run the setting deploy the staff well to ensure there are enough qualified and experienced staff, ensuring children are always well cared for and ratios are met.

People who run the setting have developed positive relationships with the parents/carers. They provide personal feedback to parents at the end of the childcare session. Leaders and staff provide pictures for parents and carers, showing the activities and skills undertaken. Parents told CIW that staff are amazing, welcoming and friendly. Their children love coming and feel their children's language skills have developed since attending the setting. People who run the setting 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 accessing the setting. People who run the setting consistently respond positively to information and advice given to improve children's well-being and identified needs. They ensure when there are concerns about

children's progress or development, there are clear and effective procedures and protocols in place for sharing information.

## 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)
Review documents and records regularly and record the outcome.

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