



## Flying Start Garth



Garth Primary School, Mission Road, Maesteg, CF34 0ND



01656 815438

The inspection visit took place on 10/02/2026

## Service Information:

Operated by:	Bridgend County Borough Council Child Care and Play Services
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**

**Excellent**



**Leadership & Management**

**Excellent**

## Summary:

Children have a strong voice. Nearly all children are extremely happy, settled and cope well. They have exceptionally strong relationships with each other and staff. Children interact well, expressing themselves with enthusiasm and enjoyment. They are interested and self-motivated in their play and learning and are developing independence skills extremely well.

Staff fully understand and implement policies to promote the safety and well-being of children. They are consistently responsive, interacting in a calm and nurturing manner. Staff promote meaningful interactions, as they know the children very well and effectively support them during their play. Staff support children's development effectively, with embedded systems in place.

The environment is safe, secure, and well maintained. The space is calm and natural, with mood lighting to aid relaxation and engagement. It is organised to promote children's independence, curiosity and learning. Leaders provide stimulating, natural, authentic resources for all ages, which contribute to the children's all-round development.

Leaders meet and exceed the National Minimum Standards (NMS) and regulations. They continuously strive to improve the setting and are extremely focused on providing the best outcomes for children and their families. Staff feel well supported and work well as a close, efficient team. Partnerships are inspiring at the setting, promoting positive outcomes for all.

## Findings:



### Well-being

**Excellent**

Children have a strong voice. They make effective choices and decisions, independently accessing activities and resources. We saw children successfully choose which fruit they would like at snack time and confidently say when they are finished, and clearing their plates. They enthusiastically decide if they would like milk or water, purposefully pouring their drink into a glass. Children collect items to develop and extend their play. They express themselves with “ohhhh” and “vroom” when pushing cars down ramps. Children confidently engage with us, Care Inspectorate Wales (CIW), talking to us and inviting us to join into their play.

Nearly all children are extremely happy, settled and cope well with separation from their parents or carers. They have exceptionally strong relationships with each other and staff. Children at the setting have personalised plans to support them, they are comforted and reassured. Children know routines very well, allowing for effective transitions during their session. We saw children confidently call their friends and staff names regularly. They share if they have not been feeling well with purposeful and valued responses from staff. Children laugh and smile whilst engaging in play activities. Their personalised ‘*all about me books*’ are readily available in the playroom, sharing photographs and their interests, promoting a sense of well-being and belonging.

Children interact well, expressing themselves with enthusiasm and enjoyment. They are beginning to share and cooperate with one another. For example, when riding on the bikes outside or whilst waiting their turn to cut their fruit. They are developing their skills with support from adults. During messy play in the mud kitchen, activities are extended by encouraging children to take fresh ingredients from the herb garden and add them into their ‘soup’. Children confidently explore the environment and successfully engage in individual and group activities such as the ‘tap, tap box’.

Children are interested and self-motivated in their play and learning. They access a range of opportunities within the setting and in the local area, which promote their all-round development. They follow their own interest and engage in activities which are both child and adult led. Children concentrate for periods of time whilst building and balancing with wooden blocks outside, jumping in puddles and actively ask staff for help, when they need it. They thoroughly enjoy exploring the small world farm, naming animals and with staff sing ‘Old Macdonald’.

Children are developing their independence skills extremely well. They can independently wash their hands and access their own belongings. Children capably, butter their own crackers, pour their drinks, and clear their plates when they finish snack. They take an interest in peeling and cutting their fruit, as well as ‘real’ resources in the outside play kitchen. They are supported by staff if needed, with encouragement to achieve their goal.



Staff fully understand and implement policies to promote the safety and well-being of children. They successfully understand their role in protecting children and answer safeguarding scenarios confidently. All staff have completed mandatory training, including, safeguarding, first aid and food hygiene. Accident, incident and existing injury records are complete and signed by parents. Purposeful monthly monitoring systems in place. Following our inspection visit, additional incident records have been developed to record actions and next steps, where required. There are effective systems in place to meet allergy, dietary and health needs. Healthy snacks and drinks promote good nutrition at the setting. Children are encouraged to brush their teeth following snack, with a fun, engaging song introduced by staff. There are effective cleaning and hygiene practices in place. Children competently wash hands prior to meals, with a recent addition of an outside sink to aid this following outside play. Staff complete nappy changing, as required, following their policy.

Staff fully understand their behaviour management policy and effectively implement it. They are consistently responsive, interacting in a calm and nurturing manner. Staff use positive reinforcement extensively, encouraging children through praise. For example, *“fabulous, well done”*, *“da iawn”*, and *“good sharing!”*. They engage and interact with warmth, listening and communicating effectively with children. For example, supporting children to have a turn each when sharing the wheelbarrow. Staff promote meaningful interactions, as they know the children very well. For example, explaining what is next in the routine to aid children who are settling. They support children when looking at a spider outside, saying, *“I’m a bit scared too”*, acknowledging children’s feelings. There is an efficient balance of child and adult led activities, which are exciting and interesting. Staff naturally play alongside children looking for opportunities to extend learning. For example, showing children how to blow bubbles in the shaving foam and using Welsh naturally.

Staff are effective role models. They are patient, relaxed and engaging. We saw them sit with children and connect at snack time, promoting worthwhile social interactions. Staff support children’s development effectively, following the Curriculum for Wales and Early Childhood Play, Learning and Care (ECPLC). There are embedded systems in place for observations and planning to successfully monitor children’s development and set targets to support their continued learning. Clear and effective systems are in place to support children who have additional learning needs, with provision available to parents and or carers. They introduce transitions to children who move to the adjoining school, with regular visits to aid this. Staff promote Welsh effectively, naturally introducing language through conversation, transitions and praise. They imaginatively promote a range of activities, events, celebrations and resources, developing a sense of ‘cynefin’ ‘belonging’ at the setting.



## Environment

**Excellent**

Leaders have comprehensive and extensive policies in place. The environment is safe and well maintained. Doors are secure, with effective entry and exit systems. A video buzzer within the playroom enables the entrance door to be opened, if needed, without having to leave the room. Records of visitors are kept. Leaders complete and regularly review effective and specific risk assessments, including areas within the setting, outdoor play areas, kitchen, toilets and trips, such as walking to the park. Regular maintenance is undertaken on fire equipment, electrical and gas appliances, all of which are readily available and organised in a health and safety file. Staff complete daily visual health and safety checks. Leaders undertake regular fire drills and are planning on implementing 'lockdown' drills. Consistent cleaning routines result in a very clean, and well-maintained environment. There are effective infection control measures which minimise any risk to children's health and safety. On-going significant developments within a side garden, should provide additional play space to the children in the future.

Leaders offer a flexible and well-planned environment which meets the children's needs and enables them to reach their full potential. The space is reflective of a calm and natural environment, with mood lighting to aid relaxation and engagement. It is organised to promote children's independence, curiosity and learning. Children's artwork and photos are creatively displayed, which supports a sense of belonging. The outdoor play space has an all-weather canopy, allowing for free flow effectively between both indoors and out, during warmer weather. Children access the outside environment daily, with significant periods of the session spent outdoors. The outside area includes a mud kitchen, wooden teepee, ride on toys, bikes, sensory activities and gardening area. Wet weather clothing is available for children and staff, allowing everyone access to outdoors, even in poor weather.

Leaders provide a varied range of quality, developmentally appropriate play and learning resources. Leaders are keen to introduce natural elements into the setting, with plants, recycled and authentic materials. They provide stimulating resources for all ages and stages, which contribute to the children's all-round development. For example, through role play, block play, sensory and creative activities. Children freely access toys and resources, as these are stored at low level or within easy reach. Leaders provide a variety of resources and activities which promote children's curiosity about the wider society, celebrating equality and cultural awareness.



Leaders meet and exceed the National Minimum Standards (NMS) and regulations. There is a strong vision for the setting, which is shared with others. Leaders are continuously striving to develop and improve the provision. They engage positively with CIW, notifying us of events and any staff changes via their online account. Leaders ensure regulatory records are very organised and accurately kept. They review and update nearly all the policies and procedures regularly and accurately reflect changes in legislation. Following our inspection visit, a new electronic prompt has been added for efficiency moving forward, with regards to reviewing documents. Leaders ensure appropriate staffing is in place to meet and often exceed the correct adult: child ratio, with contingency plans in place, if required.

Leaders have effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. They continuously strive to improve the setting and are extremely focused on providing the best for the children and their families. Leaders are visible. They lead by example, providing a supportive and effective team working environment. The staff team implement current best practice to support the children and families in their care. The setting has recently achieved the 'Welsh Promise' Bronze and Silver award.

Leaders follow robust recruitment processes to safeguard children. There are strong recruitment procedures and suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction and performance management processes are good. Regular check in's, supervisions, appraisals, and team meetings are held. Staff feel well supported and work seamlessly as a close, effective team. There is a strong, embedded culture of continuous professional development, accessing training and qualifications related to their roles.

Leaders have very strong, effective relationships. They have extensive support from a range of professionals, as well as links with the local community. Parents are kept up to date about their children's day using an online application, through newsletters and verbal discussions. They have regular meetings, 'stay and play' sessions and events, which further supports partnerships. This clearly is a strength to all accessing the setting. As part of the inspection process, we gained feedback from parents via an online questionnaire. Feedback was extremely positive, with comments such as, *"Flying Start Garth is a beautiful setting for all the children, and they help the children come on leaps and bounds!"*. *"This service is not only an amazing advantage to working parents, but is also a welcoming, friendly setting for our children which helps to socialise them, whilst teaching them new skills...Garth Flying Start is an amazing setting, and the staff are second to none!"* And finally, *"The relationships are warm and nurturing, and you can see that the team truly cares. The communication is strong. Staff are approachable, open and honest, and always happy to talk things through. Parents feel listened to and involved. There's a real sense of partnership rather than just a drop-off service."*

## 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

**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](mailto:psi@nationalarchives.gov.uk)  
You must reproduce our material accurately and not use it in a misleading context.*