Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Serendipity Flying Start**

**The Cabin, Pembrey Primary School**
**Ashburnham Road Pembrey**
**Burry Port**
**SA16 0TP**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



## Date Inspection Completed

13/07/2023

# About Serendipity Flying Start

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Sessional Day Care |
| Registered Person | Gail Etheridge |
| Registered places | 10 |
| Language of the service | Both |
| Previous Care Inspectorate Wales inspection | |
| Is this a Flying Start service? | |
| Does this service provide the Welsh Language active offer? | 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. |

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

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

## Summary

Children are happy, have a strong voice and can make choices and decisions independently. They develop strong relationships and express their views openly, knowing they will be listened to. They enjoy a range of interesting opportunities indoors and outdoors, which spark curiosity and engagement. Children are confident in their communication with each other and with staff.

Staff consistently implement policies and promote physical activities, personal safety, and well-being. Staff positively praise children for perseverance and good behaviour. They are committed to providing a good range of play and learning activities with an appropriate balance of child and adult led opportunities. Staff plan and assess purposely to ensure children's interests and curiosities are developed further.

The environment has very good indoor play space for children to move freely. People who run the setting ensure the outdoor play space is used daily. They provide stimulating and innovative resources for all ages and stages of development.

People who run the setting ensure they comply with all the relevant regulations and mostly exceed the national minimum standards. They have a strong vision for the future and ensure they manage their team with effective support and continuous training. People who run the setting are passionate and offer a very high standard of care to the children. They have developed excellent, positive relationships with parents and carers, the community and work closely with external agencies to guarantee effective care and support to all children in their care.

## Well-being Good

Children are happy and settled at the setting. They are confident communicators and engage with their friends, staff and some felt comfortable to chat to us. For instance, one child led us to the ice cream trolley and asked which flavour ice cream we want. Children's voice is heard, and they have the choice of what and where they want to play. For example, many children played outside, totally engaged in water and painting activities. Some children choose to stay indoors, playing in the home corner.

Children cope extremely well with separation. Daily transitions are efficient and implemented effectively, recognising and supporting individual needs fully. They form positive emotional attachments with staff and each other. We saw children comfortably turn to staff for support. Children are happy at this setting. We saw children smiling, laughing, and enjoying their time. They have a strong sense of belonging and are very familiar with the routines of the setting.

Children interact happily and excitedly with staff during their activities and are inspired and motivated. For example, children use magnifying glasses to look for spiders and shriek with excitement when they find more than one. Children respond positively to praise, children line up to use the slide, and they are praised for 'good waiting'. Children smile proudly.

Children are interested in their play and learning. They enjoy a range of interesting opportunities indoors and outdoors. They have the freedom to safely explore the indoor and outdoor environment. They are self-motivated to initiate their own play and to influence their tasks because there is a good balance of child and adult-led activities. children asked to visit the library during a story time about 'The tiger who has a tantrum' A visit to the local library was arranged following their requests.

Children have very good opportunities to develop independence. They chose their own fruit from a buffet style tray, pour their own water or milk at snack time, and choose who they would like to sit next to. Children confidently access resources and activities, and they are given opportunities to plan, develop and evaluate concepts which are of interest to them.

## Care and Development — Good

Staff consistently implement policies and promote physical activities, personal safety and well-being. Staff identify risk and are proactive and effective when managing this. Staff have a thorough understanding of their role in protecting children and answered safeguarding questions confidently. All staff have completed mandatory training, including paediatric first aid, child protection and food hygiene. However, they have not completed Prevent Duty training. Staff record accident logs, and these are countersigned by parents / carers.

Staff fully understand the behaviour management policy and consistently implement positive behaviour strategies. They positively praise children for perseverance and good behaviour, ensuring children understand what behaviour they are being praised for, 'Excellent turn taking, thank you and well done for sharing your toy.' Staff use effective behaviour management techniques including distraction and ignoring negative behaviour in a calming manner.

Staff are consistently responsive. They make every effort to genuinely listen and communicate with the children. Interactions are positive, demonstrating warmth, kindness and patience. Staff take time to make sure that their interactions are meaningful and beneficial to the children in their care. Staff are extremely passionate in their roles and proud to be part of the team.

Staff are committed to providing a good range of play and learning activities with an appropriate balance of child and adult-led opportunities. They play alongside children looking for opportunities to extend their learning and have embraced the 'teaching in the moment' ethos. Staff have purposeful meetings prior to children arriving in the mornings, to plan and discuss activities and then involve the children in the planning process, following their lead.

Staff recognise when children may have additional needs. They take purposeful action and make effective use of the excellent support available to them. This includes an allocated health visitor and support from external agencies. Staff provide care that's considerate, tailored, and patient. They ensure that children are supported in the creation of a space in which they can play. They know the children exceptionally well and are very proud to tell us about children's achievements.

## Environment — Good

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure and well maintained. Staff complete effective and accurate general risk assessments, which are regularly reviewed. Regular fire drills are completed. Consistent cleaning routines result in a clean and pleasant indoor environment. Effective infection control practices successfully minimise any risk to children's health and safety.

People who run the setting ensure the environment has very good indoor play space for children to move freely. They ensure the environment meets the children's needs and enables them to reach their full potential. People who run the setting ensure the outdoor play space is in daily use and is an extension to the learning environment. Leaders have plans to further develop areas both indoors and outdoors. However, plans are currently on hold as the service will move to a new building on the school grounds imminently.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have good variety and choice. They provide stimulating resources for all ages and stages of development, which contribute to the children's all-round development. For example, through construction play, sensory activities, small world and creative activities. Children can access toys and resources easily, as they are stored at low level or within their reach. People who run the setting are committed to providing stimulating resources to promote children's curiosity about the wider society, celebrating equality and cultural awareness. Staff ensure all children can access activities and resources throughout the setting.

## Leadership and Management — Good

People who run the setting have a strong vision that they share with others. They maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the national minimum standards. People who run the setting engage positively with Care Inspectorate Wales and are keen to drive improvement. They ensure all required records are organised and accurately kept. They notify CIW of significant events.

People who run the setting set high expectations and lead by example. They implement current best practice relevant to the children in their care. People who run the setting demonstrate a passion and drive to deliver high standards for the children who attend. People who run the setting actively implement self-evaluation. They produce a thorough and reflective quality of care report seeking and implementing the views of children, parents, and staff.

Leaders follow timely and robust recruitment processes to safeguard children and follow the setting's policy and procedures. They have good systems in place to update suitability checks as required. There are robust recruitment procedures and suitability checks are completed as required. The performance management process is good and regular supervisions, appraisals and team meetings are held. There is a culture of continuous professional development, which is modelled by leaders.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are excellent systems in place to keep parents well informed about their child's time at the setting. Parents told us how supportive and helpful the staff are and how much the children love attending. They are extremely happy with how their children's independence is nurtured and encouraged and feel their children are flourishing. People who run the setting have excellent relationships with a range of professionals and the community. These include links with the local foodbank to support their families with food parcels, visits to a local residential care home and the local beach. Leders make full use of a range of opportunities available on their doorstep to enhance children's learning in the real world.

| 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 |

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 staff complete 'Prevent Duty' training. |

| 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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