Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Butterflies Flying Start Childcare

Blaenymaes Primary School
Broughton Avenue Blaenymaes
Swansea
SA5 5LW



Date Inspection Completed

12/04/2024

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About Butterflies Flying Start Childcare

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	City and County of Swansea Childcare and Play Services
Registered places	42
Language of the service	English
Previous Care Inspectorate Wales inspection	27 May 2021
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children have a strong voice and know that their attempts at communication is recognised by staff. They are extremely happy and really enjoy their time at the setting, engaging meaningfully in the excellent opportunities for play and learning. Children develop important skills within an extremely nurturing setting. Children interact well and form close bonds with their peers and staff.

Staff are extremely professional and work seamlessly together as part of a team. They are knowledgeable about individual children and their families, and how to keep children safe and promote their health and development. They provide a large variety of interesting and fun activities, to support children's learning. Staff are confident in their role.

The environment is clean, extremely welcoming, and well organised, with best use made of the space available. Staff make good use of the outside area and there are plans in place to significantly improve outside facilities. There is a very selection of very well-maintained resources both inside and outside. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks consistently.

The leadership and management of the setting is strong. Leaders at this service are enthusiastic and committed to providing high quality childcare. They have extremely thorough processes in place to ensure that staff are fully involved in working together to provide excellent care for the children. There is a clear culture of continuous improvement and building strong partnerships with parents and other agencies to support children to reach their full potential.

Well-being Excellent

Children have a strong voice and have many opportunities to make choices. They decide what they would like to play with from the numerous activities on offer. Children choose freely from an extensive range of developmentally appropriate and stimulating resources which promote their all-round development. Children can follow their own interests with confidence. For example, children really enjoyed ‘cooking’ with the resources in the home area, making cake and breakfast. A child made it clear that they wanted to access the trampoline and staff recognised this, supporting them as they beamed as they bounced up and down.

Children are happy, relaxed, and confident. They develop strong attachments with their key staff, seeking them out for comfort or to celebrate success, and bonds of trust are evident. Children are also comfortable to approach other familiar people when they need help or reassurance. They feel secure by knowing the daily routines and confidently respond to directions from staff. For example, joining in the ‘rolling snack’ routine when they are hungry. Children playing alone, are content and were soon joined by other children or staff in their games.

Children are learning to behave very well. They use good manners that they have successfully learned, respecting each other and staff. Children are learning to share and take turns. On the rare occasion it is required, children respond positively to gentle reminders from staff to ‘wait a little minute’ to use a particular resource, to slow down or to use kind hands. Children sit happily together and chat to each other and staff, listening to others talking about subjects that were important to them, for example what they were going to do on the weekend or their favourite food.

Children have excellent opportunities to develop new skills with the extensive play and learning experiences available. They are curious and engaged learners who value the chance to explore the environment. Children are very engaged in their chosen play throughout the setting and respond well as they are supported by staff to think and extend their learning in any activity in which they are interested. They need little encouragement to mix water and chalk outside to paint the floor, while another child squealed with laughter as they raced their bus around the setting with a member of staff. Others enjoy building with magnetic squares, building houses for their small world figures, ‘fist pumping’ the air and proudly showing staff the entrance that they had designed.

Children are developing very well and have many opportunities to develop skills for independence. They are given time to do things for themselves such as taking off their coats, cleaning their teeth and eating their snack. Children enjoy helping to tidy up and are becoming proficient in using the toilet with minimal supervision.

Care and Development — Excellent

Staff have a very good understanding of their roles within the setting. They are effective in keeping children safe and healthy because they confidently follow the setting's policies and procedures. Staff are noticeably confident about their responsibilities in relation to child protection concerns and meeting children's medical needs. They ensure that there are up to date and detailed health-care plans in place for children, where necessary. Staff are aware of the Wales Safeguarding Procedures and Additional Learning Needs legislation. They supervise children very well and implement safe hygiene procedures. Staff provide healthy food and drinks through the 'rolling snack' routine and support children to be physically active both inside and outside. They keep clear records of accidents and incidents, and these are monitored regularly to identify any trends, which need to be addressed.

Staff manage interactions extremely well. They have a sound understanding of child development, and its impact on children's behaviour. Staff implement the behaviour management policy well, consistently using positive language and praise, which enhances children's well-being. They offer simple, clear explanations, and encourage kind behaviour such as 'kind hands. Staff provide care in a calm and patient manner. They are nurturing, smiling and warm in their interactions. Staff are good role models, for example, using good manners, apologising if anything negative occurs and listening to other staff. They encourage children to be kind to each other, to help tidy up, and they sit with them for their snacks to promote their social skills.

Staff are extremely motivated, and keen to promote children's development and support them to reach their full potential. They operate a key worker system, but all staff know the children's individual needs very well. They monitor children's progress effectively, conducting regular observations and using developmental progress tracking systems to identify areas where additional support may be required. Staff communicate with each other consistently and are aware of their individual roles in delivering nurturing, responsive care. Staff attend to children's personal needs promptly and discretely. They set up an exceptionally good range of interesting activities based on what they know children like and adapt this to accommodate their interests on the day. Staff have undertaken very many training courses, which allows them to support the children confidently. They deal with children's interactions sensitively and with exceptional skill. Staff kneel to the children's level and use calm voices to guide them. Staff use the Welsh language during activities and children engage well with this.

Environment — Good

Leaders provide a safe, well-maintained, and very welcoming environment. They have detailed risk assessments for all areas of the environment and many activities, and these are reviewed on a regular basis. They ensure that annual safety and maintenance checks are completed in a timely manner. There is a secure system for entry to the school and setting areas, and staff ensure that all visitors are signed into the service. There are also health and safety reminders around the setting, such as posters outlining fire evacuation and hygiene procedures. Staff complete daily checklists to identify any matters that need addressing such as health, safety, and hygiene. They have established good relationships with school maintenance personnel who attend to cleaning and general maintenance promptly.

Leaders have organised the space to a high standard and with children's needs at the forefront of the ideas. They provide inviting, well-equipped areas that are light and decorated in neutral colours with many natural materials, providing a calm ambiance. Play areas are spacious, welcoming, and homely, set up to reflect the real world, such as a large home area. They have designed the environment so that children have the option to play in the outdoor area when they choose to. The outside area provides suitable facilities for children to play in the fresh air. Leaders told us of their plans to extensively develop the outside area in the next few months. Additionally, they are in the process of establishing a sensory room in the setting.

Leaders ensure that there are plenty of excellent resources to stimulate the children's interest and imagination. Play resources are varied and highly suitable for the age of the children. Learning areas are changed regularly to maintain children's interest and extend their skills. There is an extensive range of good quality, real life resources, such as pots, pans, and crockery. Staff maintain a rich environment for play and learning. The resources are easily accessible to children as they are visible and stored at their level. This ensures that children can always access developmentally appropriate resources that promote their curiosity.

Leadership and Management — Excellent

Leaders are exceptionally skilled and experienced, providing very strong leadership. There is a clear and inspirational vision for the setting outlined in the Statement of Purpose. There is a strong ethos of child-centred care, and this is evident when you speak to staff. Leaders are very aware of national priorities and developments in childcare. They have developed detailed policies and procedures, which are reviewed and updated when required. Leaders give staff the opportunity to familiarise themselves with policies on a regular basis and ensure that parents are kept informed of any changes. Staff maintain daily records such as attendance, accidents, and incidents well and leaders monitor these effectively.

Leaders have a robust system to review the quality of the service they offer. They consult effectively with a wide range of relevant parties who contribute to an effective self-evaluation process and create a culture of continuous improvement. They fully consider and respond to parent, staff, and children's requests. Leaders set high expectations of themselves and staff and involve staff in setting achievable targets. Leaders produce a comprehensive report of their annual service review, including their plans for future improvements.

Leaders have effective systems in place to recruit, induct and employ staff. They keep organised records that show that all the required checks and information required by regulations, is sought prior to staff being employed at the setting. Daily records such as registers and staff rotas show that a suitable number of staff are employed for the numbers of children attending. Leaders promote a strong culture of continuous development. Staff have very many opportunities to complete an extensive range of training that supports them to fulfil their role to an exceedingly high standard. All staff hold a childcare qualification. They all have current certificates in in first aid, safeguarding and food hygiene, with plans in place to upgrade these to meet the changes to the national minimum standards. Staff told us they felt supported to do their jobs to a high standard and there receive regular one to one supervision. Staff have pride in their roles and work very well as a team.

Leaders have established systems to enable them to work in close partnerships with parents. They seek detailed information about their children's needs and preferences, and they keep parents well informed via detailed newsletters, emails, notices on display in the setting and by regularly updating them through an electronic 'app.' Parents tell CIW that they are very happy with how the setting communicates with them and keeps them updated regarding their child. Leaders and staff have established links with a wide variety of external organisations and individuals such as the local authority, health visitors, medical professionals, and childcare support organisations.

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
31	We found that the provider had not notified Care Inspectorate Wales of two recent significant incidents. They must ensure that they notify Care Inspectorate Wales of relevant significant incidents in a timely manner as set out in the regulations.	Achieved

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

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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