Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hafod Rainbows Flying Start

Hafod Primary School
Odo Street
Hafod
Swansea
SA1 2LT



Date Inspection Completed

05/12/2022

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About Hafod Rainbows Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	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	**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 confident, happy and enjoy their time at Hafod Rainbows Flying Start. They have a strong sense of belonging and develop positive relationships and friendships. Children have good choices and make effective decisions about what they want to do.

Staff understand and implement policies and procedures to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff are good role models and meet children's needs well.

There are a range of policies and risk assessments in place which are successfully implemented, thus ensuring the environment is clean, safe, and well maintained. The environment, both inside and outside, promotes children's play, learning and development. There is a good range of resources that motivate and promote curiosity.

People running the setting are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They encourage an active partnership with parents and other stakeholders. They successfully embed their policies in the running of the setting. There are three recommendations at the end of this report.

Well-being — Good

Children have a strong voice at this setting and have a good choice of play opportunities and resources. Children move freely from one activity to another and are asked what they would like to do next. They feel comfortable and confident to tell staff what they want through verbal and non-verbal communication. For instance, one child led a member of staff to the interactive whiteboard by her finger and every effort was made to understand and act upon their wishes. They have good opportunities to make choices. For example, children were encouraged to join in with carpet time activities and their choice was respected if they did not want to participate.

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children are encouraged to explore their feelings. For example, when they arrive at the setting, they sing a welcome song which asks them to express how they feel. Children who are unsettled receive support and reassurance. They express enthusiasm and enjoyment. We saw them smile, laugh, and positively engage with their friends and staff. Children have a strong sense of belonging, forming positive relationships and are very familiar with routines, for instance at mealtimes and during activities/singing time.

Interactions between children and staff are consistently good and respectful. Children chatter away to staff and receive appropriate and genuine responses. Children happily play alongside each other and together. Some children are beginning to take turns and share. For example, we saw two children waiting to roll their cars down a slope, smiling at each other when it was the other's turn.

Children are enthusiastic and interested in their play and learning. They were excited to leave the carpet area after the welcome routine chanting *"play, play, play"* along with the staff. They enjoy a good range of interesting opportunities indoors and outdoors that promote their all-round development. We saw children enthusiastically participate in a number of engaging tabletop activities and actively join in with action songs in Welsh and English during carpet time. Children have opportunities to follow their own instincts, ideas, and interests. We saw children involved in imaginative play, role playing food preparation in the home-corner with staff.

Children have some opportunities to develop their independence skills. They help with tidying up chores and wash their hands independently before mealtimes. We saw some missed opportunities to further develop independence skills. Children are able to make decisions about whether to engage in adult-led activities or free play.

Care and Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a thorough understanding of their responsibilities to protect children, confidently answering safeguarding scenario questions. Staff supervise children well, paying close attention to ratios. They are aware of allergies including signs and symptoms and appropriately display allergy information. Appropriate accident and incident records are in place. Staff implement robust hygiene practices and follow nappy changing practices appropriately. They keep accurate records of the children and staff attendance.

Staff display a good understanding of the behaviour management policy and consistently implement positive behaviour management strategies. They use gentle tones and positive reinforcement with the children. We heard staff saying, *"that's amazing girls"* and *"thank you, that's wonderful"* to children who had completed a Christmas wreath. They promote positive behaviours with children. For example, staff led a turn-taking game, supporting children in waiting for their turn even when they found this difficult. Stickers were awarded to the children who had taken part in the game with staff ensuring they knew why they were being rewarded and offering plenty of positive praise for their efforts. Staff have a strong understanding and knowledge of the children's development, which reflects on how they manage children's behaviour. Staff are consistently responsive; they genuinely listen, chatting and laughing alongside children and respect their views. Interactions are very positive, demonstrating warmth and kindness. We heard staff asking children if they would like milk or water with their meal, modelling good manners and respectfully responding to children's requests. They know the children well and have extensive knowledge of their needs.

Staff are committed to providing a good range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during role-play in the home corner, staff asked open questions to extend conversation and introduced new vocabulary promoting children's curiosity. This is a real strength of the service. Staff sang Welsh songs during carpet time but there were some missed opportunities to use more incidental Welsh during the course of the session. Staff support and provide for children with additional needs and show awareness of the need to provide a flexible environment and routine for children with such requirements. Staff reflect on training opportunities and seek ways to implement strategies which will have a positive impact on all children in their care.

Environment — Good

People who run the setting have comprehensive policies in place and ensure that the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate general risk assessments, which are regularly reviewed, and any identified hazards are swiftly addressed. The setting is clean, tidy, well maintained and very welcoming. Thorough cleaning routines are in place which ensure that the environment is well managed in terms of infection prevention and control. The premises both inside and outside is secure and a robust system is in place to record any visitors to the setting. People who run the setting ensure they carry out an appropriate number of emergency fire drills at varying times.

People who run the setting make certain the environment has very good indoor play space which children freely explore. They ensure the environment meets most of the children's needs and enables them to reach their full potential. The spacious playroom is divided into interesting areas which support children in their play and learning. Children have opportunities for role-play in the home corner and there is an interactive whiteboard in a comfortable carpeted quiet area. The children benefit from colourful displays throughout the setting including the toilet area. People who run the setting ensure that the outdoor play space is used often. Careful consideration and planning of outside areas, as well as interesting and varied resources and play equipment, challenge and stimulate children's curiosity and interest. During our visit ongoing improvements were being made to the outdoor area which impacted on the children's independence. However, those who run the setting had carefully managed any potential risks that this improvement work may cause. Completion of the current upgrading of the kitchen, staff wellbeing room and increased storage will have a positive impact on the environment for the children and staff.

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 stages of development and show an understanding of the new curriculum. For example, in providing innovative 'loose parts' play resources. Children can access toys and resources easily, as they are set up at low level or within their reach. Resources stored in trays are labelled with pictures making it easy for children to choose what they would like to play with.

Leadership and Management Good

People who run the setting are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively with others and regularly review. They update the setting's policies and ensure staff implement these in practice. People who run the setting maintain and share an effective statement of purpose. At the time of inspection, the statement of purpose did not accurately reflect all aspects of the service, for example changes to facilities and staffing. During the course of the inspection the statement of purpose has been updated and now contains the required information.

There are strong procedures in place for self-evaluation of the setting. The quality-of-care review is a purposeful and thorough document which strives to include the views and opinions of children and parents using the service. It clearly identifies strengths of the service, such as communication with parents, and prioritises areas for improvement, such as wellbeing facilities for staff. The people who run the setting implement safe recruitment procedures to safeguard children. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise. People running the setting ensure staff receive regular training keeping them up to date with new initiatives to further their professional development.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are very effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. People who run the setting make commendable efforts to engage with all parents and encourage an active partnership. This is a setting that goes above and beyond in its efforts to engage with parents from diverse cultures to ensure that they are informed and included in their child's progress. This is a real strength of the setting. Parents we spoke to on the day of our visit were extremely positive about the setting, highlighting good communication and a supportive 'settling in' period. The people who run the setting have positive relationships with a range of professionals and other stakeholders.

Recommendations to meet with the National Minimum Standards

R1. Develop opportunities to further enhance children's independence skills.

R2. Ensure that the statement of purpose is updated in a timely manner to reflect any changes to the setting.

R3. To further develop and encourage the use of Welsh.

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

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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