Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Greenway Flying Start

Greenway Flying Start
Greenway Primary School
Llanstephan Road
Rumney
CF3 3JG



Date Inspection Completed

18/01/2024

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About Greenway Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Darling Buds FS Limited
Registered places	30
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 promote Welsh language and culture?	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.

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 settle well and enjoy their time at the setting. Their opinions and interests are highly valued. Children receive a variety of play opportunities and make choices about how to spend their time at the setting. They interact well with their friends and form close relationships with staff.
Staff have a good understanding of how to keep children safe and healthy. They are friendly, and provide safe, nurturing care. Staff support children with a wide variety of activities, which promote children's curiosity, play and learning. They keep effective records of children's progress.

The environment is clean, safe, welcoming, and child friendly. It is well organised to stimulate and support children's play and learning. A good range of indoor and outdoor resources promote children's learning and all-round development.

People who run the setting are highly motivated and dedicated to delivering high quality childcare. They provide encouragement and support to staff and ensure that required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being Good

Children have good opportunities to make choices and decisions about what affects them. They can choose where and what they play with, and consistently have choice about whether they would like to participate in an activity. They speak confidently and those who are not yet able to communicate verbally use signals such as pointing to successfully convey their needs and wishes. For example, a child motioned to staff that they wanted to take part in an adult-led activity and staff helped them to join in.

Children feel relaxed at the setting as they are familiar with the environment and routines. They have a good relationship with staff and happily approach them for comfort or support when needed. Children talk to staff about their play and actively seek their company. For example, children wanted to play a game with their key worker. They form friendships with other children, which helps them to feel happy and valued. For example, a child asked other children if they would like to take part in a pirate game.

Children express their needs to staff confidently and interact well with each other. For example, a child asked staff to help them to cut potatoes in the kitchen play area. They learn to cooperate, share, and take turns. We saw children working together to complete a jigsaw, and a child demonstrating to another child how to roll out dough. Children respect each other and the resources, using them appropriately and helping to tidy up when asked.

Children are enthusiastic and enjoy their play and learning experiences. We saw children thoroughly enjoying an imaginative game they had created of pirates sailing on their ship. They engage in their chosen activity for an appropriate length of time for their age and stage of development. Children move around freely and can access the available resources. We saw children taking a treasure box from a shelf and playing with the contents. Children are eager to share their achievements with staff. We observed a child showing staff the picture that they had created. They can join in with adult led focused tasks or choose their own area of play. For instance, while many children were playing with the staff, one child put on clothes from the dressing up area.

Children have regular opportunities to develop their independence skills. Children set out chairs at tables for snack time and serve themselves food using tongs. Those who are able independently use the facilities, such as toilets and handwashing.

Care and Development Good

Staff have a good understanding of their roles and responsibilities to keep children safe. They have a very clear understanding of safeguarding issues, the signs and symptoms of abuse and their own duty to report concerns. Staff keep records of all matters pertaining to safeguarding, however we found they were not always filed in a consistent manner. The setting immediately began to address this when it was raised at inspection. Staff promote health and hygiene effectively. They encourage children to wash their hands after using the toilet, playing outside and before food. Staff undertake fire drills monthly, ensuring that children and staff have frequent opportunities to practise leaving the building safely. They are clear on the safe management of food allergies and information regarding individual children's needs is displayed discreetly for easy reference. Staff record accidents, incidents, and pre-existing injuries well and share this information with parents. They regularly monitor these records to look for patterns and trends and take action to address any they find. Staff complete registers to show children's attendance accurately. Staff ensure children have access to regular daily outdoor play and learning experiences, bringing them the benefits of physical exercise and fresh air.

Staff manage behaviour well at the setting. They are kind, gentle, positive, and warm and this sets the tone for interactions at the setting. Staff are clear about boundaries and gently and clearly encourage children to be kind and show respect for each other and the rules of the setting. For example we heard staff gently but firmly ask children to walk and not run inside.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps them plan activities to enable children's next steps in learning and development. We saw that children's views and interests are recorded and considered when planning activities and new developments. Staff know children very well and are knowledgeable about their development and this enables them to meet their needs effectively. Staff are observant and alert for signs that children may have emerging additional learning needs. They work well with outside agencies to support these children. Staff use incidental Welsh with children, and we saw them singing with the children who joined in confidently and enthusiastically in Welsh.

Environment — Good

The environment is safe and secure. Staff allow only authorised access to the setting and ensure that a record of all visitors is maintained. An internal gate that can only be opened by staff, prevents children leaving the setting, whilst allowing parents to enter the foyer to bring them. The gate to the garden is always shut when children are outside, and staff ensure no unauthorised access. Routine safety checks for the building and certificates are up to date. Useful risk assessments for nearly all areas and activities at the setting are in place and in the main are followed by staff. They complete daily safety checks of the environment to identify and, where possible, eliminate any risks to children's safety.

People who run the setting have created an indoor environment that is very welcoming and child friendly and provides ample space for children to play and learn. They have used calming neutral décor and different kinds of lighting to create a cosy home from home atmosphere. Staff organise the setting in an effective and attractive manner to stimulate children's curiosity, imagination, and development. For example, areas such as the 'home corner' and the play doh table are set up attractively and invite children to play. Toys and activities are at children's height enabling them to access what they want to play with freely. People who run the setting regularly consider how the children are using the space and resources and alter the environment when required to suit their needs. When they are taken outside to the garden, children can access a large, varied, and attractive space to play and learn. Toilets and nappy changing facilities are clean, organised, and suitable in number.

The setting has a large quantity of high-quality toys and play resources, which supports children's development and choice. For example, there is a mix of natural and man-made materials with many attractive wooden resources. There are opportunities throughout the setting for children to practice literacy skills, and a selection of books. However, on the day of inspection we did not see children widely accessing the books. Staff ensure that real life and multi-cultural items promote children's awareness of equality and cultural diversity. They regularly check toys, equipment, and resources to ensure that they are clean and in good condition.

Leadership and Management — Good

People who run the setting are well qualified, experienced, and continually seek to improve on the care they offer. They have a clear vision for the service which places a high priority on providing quality childcare for the local community. There is a clear and up to date statement of purpose enabling parents to decide if the setting is right for their child. People who run the setting maintain an organised environment, documents are easily accessed and generally in good order. There are clear policies and procedures in place which are mostly implemented by staff. However, a few policies and procedures did not match practice.

People who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from parents and children and produce a Quality of Care Report annually which supports them to plan effectively.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff files are up to date and people who run the setting undertake all relevant checks to ensure staff are suitable to work with children. Most staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. There is an established staff team at the setting. They are enthusiastic, motivated and enjoy their work. They told us people who run the setting are supportive. People who run the setting ensure all staff receive regular supervision and annual appraisals, which enables them to identify their strengths and areas for development.

People who run the setting and staff have established positive relationships with parents who told us how happy their children are at the setting. They spoke highly of the setting, the staff, and the care their children receive. The setting has developed good working relationships with other professionals and agencies for example, the Flying Start advisory team.

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)
Standard 18 - Quality assurance	Ensure policies and procedures match practice.
Standard 5 - Records	Ensure safeguarding records are stored in a consistent manner.

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)
Increase the availability of books to children throughout the setting.

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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