Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Flying Start St John Lloyd

St. John Lloyd Junior & Infant School
Cemaes Crescent Rumney
Cardiff
CF3 1TA



Date Inspection Completed

10/12/2024

Welsh Government © Crown copyright 2024.
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
You must reproduce our material accurately and not use it in a misleading context.

About Flying Start St John Lloyd

Type of care provided.	Children's Day Care Sessional Day Care
Registered Provider	Darling Buds FS Limited
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	This was the first inspection of this setting
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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

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

Summary

Children thrive at the setting. They have noticeably clear bonds of affection with staff members and make excellent developments in their social interactions. Children are highly confident to explore their environment and make choices about how they spend their time.

Staff work extremely well together to ensure all children are safe and develop appropriately. They have sound safeguarding knowledge and use very effective infection control and risk management procedures. Staff are highly responsive to children's needs and manage interactions positively. They place great importance on active, child-led play supported by thoughtful interactions. They plan, observe and track children's development skilfully to ensure that every child achieves their potential.

Leaders have effective systems in place to ensure the environment is safe and secure. They ensure facilities are attractive, accessible, and well maintained. Leaders provide ample resources and staff ensure that indoor and outdoor areas set up with a wide range of stimulating, age-appropriate resources that meet children's needs well.

Leaders are committed to providing an extremely high quality service for the children and families that attend. They have clear policies and procedures in place and a Statement of Purpose which accurately reflects the day to day running of the service. The experienced staff team are enthusiastic and take pride in their work.

Well-being — Excellent

Children have excellent opportunities to make choices about how they play. They are confident to request resources through verbal and non-verbal methods as they are assured that staff will understand their attempts to communicate. For example, when children decide they want to play outdoors they take their coat to staff to help them put it on. Children take a book to a member of staff who sits with them until they have finished exploring the book together, and they move on to another activity. Children are developing basic skills in Makaton which further supports them to communicate.

Children are happy and feel highly valued at the setting. They readily look to staff members for support and reassurance if needed and demonstrate close relationships by sitting on staff laps and enjoying a cuddle. Children are familiar with daily routines and this predictability makes them feel very safe and secure. They greatly appreciate opportunities to choose stories for staff to read to them and a child really enjoyed helping staff to put groceries away. They demonstrate a wonderful sense of belonging as they look at their pictures and craft on the wall.

Children are quickly developing an understanding of the rules of behaviour and nearly all children cooperate successfully. Those children that need additional support respond positively to staff intervention and can change their behaviour appropriately. Children interact very well and play kindly together. They enjoy engaging with each other as they play in the home area and chat with their friends and staff at snack time, listening to what others are saying.

Children have exceptionally good opportunities for all types of play. They can concentrate on activities for age-appropriate lengths of time, for example, finishing a painting and stacking blocks carefully. They are very active when playing outside and squeal with laughter when running with ribbons and chasing each other pretending to be dinosaurs. They thrive on activities inside excitedly hammering ice blocks to investigate what item is inside. They weigh items in the mud kitchen smiling as the scales balance. Children use developing language to chat with staff and each other about their families and the weather.

Children develop a wide range of skills as they play and develop their independence. Staff encourage and give children the confidence to do things independently before they intervene. For example, they encourage children to use resources to solve problems such as using utensils to scoop out the inside of a melon. Children access their own coats from their labelled pegs and are learning to put them on with support. They help themselves to water from a dispenser if they are thirsty and wash their hands before snacks. Children also confidently butter their own crackers and pour their own drinks.

Care and Development — Excellent

Staff have an excellent understanding of their responsibility to keep children safe and healthy. They follow clear hygiene practices such as cleaning tables before and after snack times. Staff wear aprons and gloves during nappy changing. Staff react extremely quickly to emerging risks such as milk spills to ensure that the area is safe before children access it. Staff manage allergies effectively through following a clear policy. They complete accident, incident, and pre-existing injury records well and leaders carry out detailed analysis of these to identify trends. Staff receive regular safeguarding training and have a very good understanding of their roles in protecting children. Leaders are aware of the requirements of the national minimum standards and have plans in place to ensure all staff hold the updated safeguarding training certificates. All staff members have paediatric first aid qualifications.

Staff care for children in a very warm and nurturing manner and clearly know the children well. They skilfully encourage children to share toys such as cars and books and support all children to engage in activities. Staff use story books chosen by children as an excellent opportunity to reinforce positive behaviour through discussing how characters interact with others. They also encourage children to engage together during circle time activities such as ‘What is in the Box’ where they respectfully take turns to select items and choose a song to sing together. Staff demonstrate politeness and good manners so that children begin to understand expectations of social behaviour. They work together to ensure they have a very gentle and consistent approach to managing behaviour in line with the setting’s behaviour management policy. Staff use skilful language to guide children to consider their actions and think how they can act differently.

Staff support children’s imagination and learning naturally as they play alongside them. For example, counting and developing their language and communication skills as they look through a supermarket magazine, talking about food. They introduce some Welsh phrases and words which children understand and are also developing Makaton as they sing and engage in circle time. Staff provide a range of differentiated planned activities which run alongside impromptu activities focused on children’s interests and questions. Staff evaluate activities and resources and develop these thoughtfully in accordance with the children’s responses and needs. For example, they made a post box so children could post their drawings and letters, as well as other objects they chose. Staff implement effective systems to observe children and plan for their next steps in play, learning and development. They support children with additional learning needs successfully with support from outside agencies as required.

Environment — Good

Leaders ensure that the environment is safe and secure by following well thought out policies and procedures. Staff ensure that the external gate and doors are locked, and that visitors always sign in to the setting. Leaders have undertaken detailed risk assessments for the building and specific activities, and they ensure that these are reviewed regularly. They liaise closely with the school to ensure any identified maintenance issues are addressed and building systems such as fire, electrical and gas are serviced and tested in line with their requirements. Staff undertake regular fire drills to ensure children know how to exit the building safely in an emergency. Leaders ensure a hygienic environment by completing an audit of infection risks and implementing procedures and resources to mitigate any identified risks.

Leaders and staff work hard to create an inviting, child friendly and stimulating environment both inside and out. They set up areas very thoughtfully to meet the needs of children and promote curiosity and independence. The layout of the playroom allows children to move freely and access all resources easily. The doors to outside are open for much of the session, providing children with free-flow access to opportunities to develop their physical and creative skills in the fresh air. Children access low-level pegs for their personal belongings, which supports them to be independent. There are clean and accessible toilets, handwashing, and nappy changing facilities adjacent to the playroom. They are stocked with step up stools, soap, and paper towels to promote an infection free environment for children to be independent.

Children have direct access to varied and interesting resources that aids their development effectively. Staff lay out resources thoughtfully to promote children's interests and discovery. For example, they place themed books in linked areas of toys to encourage children to view books as part of their play. Staff ensure that children have access to a variety of textures and materials to aid their sensory development. They use real-life and natural resources, including multicultural items and displays, to create a very authentic environment. Children enjoy the mix of soft and hard furnishings to ensure their comfort as they play and learn. Staff include photographs of children with their families into displays alongside pictures of them playing, which helps children to develop their feeling of belonging.

Leadership and Management — Good

Leaders are very experienced and manage the service effectively. They have a clear vision for their setting and are passionate about their role. Leaders have a detailed statement of purpose that they review regularly to ensure it reflects an accurate picture of what the setting has to offer. They review policies and procedures regularly and during the inspection considered further changes to the administering medication and lost child policies. Staff keep clear records of the times they work, and children attend, showing that there are enough qualified and experienced staff to care for children well.

Leaders carry out a thorough annual review of the quality of care provided at the setting. They use a variety of methods to obtain feedback from staff, parents, children, and other professionals involved with the setting to identify strengths, set targets, and highlight areas for development. Leaders are committed to providing an improving service and keeps themselves updated with changes in the childcare sector. They share a clear complaint policy with parents, and there is one in place that has been simplified so that staff and parents can use it with young children if they express any dissatisfaction with the setting.

Leaders and the staff team work closely together to provide high-quality care for children and their families. They implement a robust recruitment procedure that ensures all required information is available to evidence that staff are suitable to care for children. Leaders place significant importance on staff well-being and value the team that has worked together for many years. They provide extensive training opportunities such as Welsh language, diversity and many aspects of health including additional learning needs. Leaders keep records showing that they complete some staff appraisals and one to one supervision, although this has not been recorded regularly until recently. They have carried out an audit of staff files and taken steps to ensure that staff one to ones are undertaken more frequently in the future.

Leaders and staff work very closely with professionals such as health visitors, speech and language therapists and early years advisors. They work closely with the school to support highly effective transitions for children. Leaders use an organisation that supports them with any the employment of staff and risk assessments. Staff work closely with parents by providing verbal information daily and an electronic communication app. They have access to interpreters which occasionally support them to ensure all parents can engage with the setting. Parents that we spoke with were very complimentary of the staff and felt that their children were well cared for.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 29/01/2025