



Inspection Report

Flying Start Playgroup (Afon y Felin)

**Afon Y Felin Primary School
Heol-y-Parc
North Cornelly
Bridgend
CF33 4PA**



Date Inspection Completed

28/09/2023

About Flying Start Playgroup (Afon y Felin)

| | |
|---|---|
| Type of care provided | Children's Day Care Sessional Day Care |
| Registered Provider | Action for Children |
| Registered places | 20 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 11 September 2017 |
| 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. |

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| | |
|--|------------------|
| <u>Well-being</u> | Excellent |
| <u>Care and Development</u> | Excellent |
| <u>Environment</u> | Excellent |
| <u>Leadership and Management</u> | Excellent |

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

Summary

Children thoroughly enjoy their time at Afon y Felin Playgroup because they have a strong voice, and they are curious learners. They confidently make choices about what they do and how they spend their time at the setting whilst engaging in purposeful play-based activities. Children feel safe and valued and have a strong sense of belonging.

Staff promote children's wellbeing efficiently, providing a nurturing and child-led setting whilst ensuring that safeguarding underpins all practice. Staff are well qualified and experienced. They promote positive outcomes for all children through their current knowledge and nurturing attitudes.

Staff care for children in a unique environment which is spacious, clean, and secure. There is a range of play spaces and plenty of resources to encourage children to play and learn. Resources and equipment are of excellent quality, clean and well organised. The outdoor environment is well planned and used as an extension of the indoor environment. It offers extensive opportunities for learning and development.

People who run the setting have an excellent vision and run an effective and well organised setting. They manage recruitment and staff extremely well, challenging everyone to do their best and setting high expectations. People who run the setting maintain successful links within the community and develop positive partnerships with parents who are very happy with the care their children receive.

Well-being

Excellent

Children are strong communicators and have excellent opportunities to make choices and decisions about what affects them. For example, some children chose to go outside and look for bugs. Other children chose to paint and take part in craft activities. They have significant freedom to safely explore their indoor and outdoor environment. Staff ensure children are aware of the different choice of activities throughout the session, so that they can confidently decide what they want to do. For example, when a member of staff informed the children, they were about to do the beehive activity, some children decided to continue with their chosen activity whilst other children became very excited and stopped what they were doing to join in, exclaiming, *“Come and see!”*

Children are safe, secure, and valued. They show delight and express enthusiasm and enjoyment in their play. Children clearly have a strong sense of belonging and they are forming close bonds of affection. They are very confident expressing themselves as staff fully consider and respect their wants, interests and needs. Some children play together whilst others play independently, and others engage with a member of staff in their play. For example, two children thoroughly enjoyed playing together with the stickers.

Children’s behaviour is exemplary and the interactions between children and adults are consistently stimulating. Children play well together and celebrate one another’s achievements. For example, when one child successfully threw a hoop onto the pole, another child excitedly clapped their hands and exclaimed, *“Good job! You did it!”* Children cooperate enthusiastically and feel inspired.

Children are curious learners and highly motivated, animated, and engaged in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors for extended periods of time. For example, some children engaged in a painting activity for over half an hour and returned to it again after snack time. Children are busy and self-motivated to initiate their own play and to influence their tasks and activities. For example, some children spent a prolonged period of time playing in the outdoor kitchen and exploring with the mud and water. They enjoyed filling the water butts and buckets and finding different ways to make the water travel. Staff encourage children to evaluate their activities and play and therefore children have an excellent feeling of achievement and high self-esteem.

Children have excellent opportunities to develop their independence skills and do things for themselves. They are learning to problem solve effectively, develop creatively, experiment and be imaginative. For example, some children chose to move around the different areas with their choice of resources and incorporate them into the different aspects of their play. Children access the resources and equipment independently throughout the setting. They go to the toilet independently and they help themselves when they want snack.

Care and Development

Excellent

Staff are fully aware and consistently implement the setting's policies and procedures for keeping children safe and healthy. They promote healthy lifestyles and wellbeing. For example, they have achieved the Gold Healthy Snack Award and are working towards the different aspects of the Healthy and Sustainable Preschool Scheme. They offer a range of healthy foods at snack time and encourage the children to explore different textures and tastes. They respond warmly to children's requests when they want more. Staff have a thorough understanding of their responsibilities to protect children. They record children's actual attendance times and promptly fill in accident sheets, sharing the information with parents. Staff implement thorough hygiene procedures and ensure children wash their hands frequently. They have extensive risk assessments that identify and proactively manage the potential risks effectively.

Staff create extremely positive interactions with the children, interacting with them in a warm, caring, and relaxed manner. They encourage and promote positive behaviour. Staff act as excellent role models to the children; they genuinely listen and respect children's views. Staff are forming trusting relationships with the children and manage disputes appropriately. For example, a member of staff gently encouraged children to be considerate and co-operate with each other, helping them to agree the number of turns they could have pumping the water, before their friend's turn. Staff praise children when they give positive feedback to one another. For example, a member of staff said, *"Well done, that was just so kind of you!"*

Staff ensure children are at the centre of their own learning and development, supporting their curiosity and allowing them endless opportunities to explore and experiment by following their own interests. There is a relaxed and friendly feel in the setting and children are happy to play energetically or quietly. Staff have an excellent understanding and knowledge of child development and how this affects children's behaviour. They are sensitive to the needs and experiences of individual children. Staff discuss, as a team, children's individual achievements, any changes they have noticed, as well as undertaking specific individual assessments. They plan in the moment which ensures they successfully follow the children's lead. Staff have exemplary procedures in place to support children with additional needs and promote positive outcomes for children.

Environment

Excellent

People who run the setting have highly effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure, and extremely well maintained indoors and outdoors. People who run the setting use neutral colours and authentic resources throughout the environment, as well as using natural lighting and minimising artificial light. This creates a calm and relaxed atmosphere. They frequently carry out safety checks and complete regular fire drills. People who run the setting complete thorough risk assessments that cover every aspect of the environment and are of a very high standard. They ensure staff supervise children well and they understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for.

People who run the setting ensure that they make excellent use of the available space. They ensure the indoor and outdoor environments flow into each other and meet the needs of the children in the setting. The outdoor space is fully enclosed, and children use this space throughout their time in the setting. People who run the setting create a stimulating and exciting play environment for the children with an abundance of resources available. For example, there is a kitchen area with a cupboard and shelves of containers for tea, coffee and sugar and weighing scales. There are cookbooks as well as jugs and vases of fake flowers, along with pots and pans and a variety of real crockery that the children can play with. There is also a table with old keyboards, controls, remotes, and kindles where the children told us, *"I am working here."*

People who run the setting ensure that children can easily access excellent quality and a wide variety of unique resources and equipment to stimulate and interest the children. For example, there is an old dresser adapted for use as a dressing table with a mirror, jewellery, hair accessories and empty bottles of perfume and lotions. The layout of the environment fully supports children's independence, and people who run the setting ensure it presents excellent and challenging opportunities for the children.

Leadership and Management

Excellent

People who run the setting have an innovative vision and an excellent understanding of their roles and responsibilities. Staff work well together as a team and speak highly of each other. They have an effective statement of purpose that accurately reflects the service that they provide. People who run the setting ensure the setting achieves extremely high standards, delivers high quality care, and provides appropriate learning and development opportunities for children and staff. They ensure staff implement the relevant policies and procedures within the setting, keeping all records in relation to children's contracts and their preferences. The setting has all the appropriate parental permissions in place.

People who run the setting have a strong understanding of their responsibilities to self-evaluate and plan for improvement. They have excellent systems in place to support their quality of care review. People who run the setting seek feedback from children, parents, and staff to inform their review, which supports an effective action plan for improvements to the service. They are approachable and welcome any ideas or suggestions to improve their practice.

People who run the setting follow robust recruitment procedures to safeguard children, employing highly qualified and experienced staff. They have excellent systems in place to update checks in a timely manner. People who run the setting are enthusiastic and extremely motivated, setting high expectations and leading staff effectively. They support staff effectively in understanding their roles and responsibilities through regular appraisals and supervisions and access to frequent training. Staff are extremely energetic and motivated in their roles. People who run the setting deploy staff effectively to ensure they meet, and often exceed staffing ratios, and as a result fully meet children's needs.

People who run the setting have excellent partnerships with parents and carers, as well as other professionals and outside agencies. Parents said they are extremely happy with the setting, and they cannot thank them enough. They ensure communication systems are inclusive and maintain strong links within the community. They ensure when there are concerns about children's progress or development, there are clear and effective procedures in place for sharing information. People who run the setting follow these protocols consistently, ensuring children benefit greatly from the action taken. They have excellent links with the local authority and other agencies which promote positive outcomes for children.

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 |

| 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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