



Inspection Report

Sea Breeze Flying Start Centre

**Seabreeze Flying Start Centre
Seabreeze Avenue
Willenhall Street
Newport
NP19 0NZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/12/2023

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About Sea Breeze Flying Start Centre

| | |
|---|---|
| Type of care provided | Children's Day Care Full Day Care |
| Registered Provider | Newport City Council Child Care and Play Service |
| Registered places | 58 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 05 September 2019 |
| 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. |

| | |
|--|------------------|
| <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 are happy at the setting and really enjoy their play which is all child led and therefore of real interest and meaning to them. Children develop a feeling of security enabling them to develop close bonds with their peers and staff. They have lots of opportunities to do things for themselves and develop their independence skills.

Nearly all staff are well qualified and work together effectively as part of a team. They implement procedures to keep children safe and healthy and maintain well kept records. They set up the environment and monitor and respond to children's individual needs very well, creating an environment in which children will thrive. They manage children's behaviour skillfully and encourage kind and caring relationships.

The environment is safe, clean, well-organised and well maintained. It is set up so that it is stimulating for children to play, explore and learn. There is an excellent selection of well-maintained and good quality resources with lots of fun opportunities for children to learn and develop to their own potential.

Leadership and management of the setting is strong. Staff are recruited safely and are given the support they need to perform their responsibilities to a high standard. Lines of responsibility are clear, and the service is monitored very well by the Responsible Individual (RI).

Well-being**Excellent**

Children have a strong voice at the service and show growing confidence in expressing their wishes. All play is child led and staff encourage children to voice their opinions, consult meaningfully with children in age appropriate ways and act upon their likes and dislikes. For example, observations of children's interests led to the garden and forest school areas being further developed to make them more welcoming for children.

Children are very happy, settled and relaxed. Children play and explore very well independently, but also happily seek out staff to interact with, and staff respond kindly and patiently to their requests. Parents we spoke to, said their children had settled well and look forward to attending. Children quickly learn rules and routines, for example, most children sit patiently throughout snack time, chatting with their friends and staff. Children are learning the social skills to develop friendships and during outside play one child tickled their friend as they laughed and played together. Other children are learning to share resources and listen well to staff as they support them to learn these skills.

Children are thoroughly occupied in their play and visibly enjoy exploring the exciting activities available to them. We saw two children enjoying the outdoor kitchen, engrossed in putting tops on bottles and playing with a mirror. As there were different size tops for the bottles, the children patiently searched for different size tops to try. Other children chose to play on the ground level trampoline, bouncing up and down becoming aware of their growing sense of balance. All play is child led and because of this, children are able to follow their interests and are well engaged in their play and learning.

Children are given lots of time and encouragement to do things for themselves and build confidence in their own abilities. Children are supported to develop their skills so that they will be able to independently change into and out of their coats. They are learning good hygiene habits and wash and dry their hands at appropriate times throughout the day. During snack time children choose their own fruit and love attempting to pour their milk into their mugs, visibly concentrating well and pleased when they successfully complete the task. After snack, children patiently wait to put their toothpaste on their brushes and brush their teeth, returning their brushes once finished.

Care and Development

Excellent

Staff are motivated and implement the settings procedures to keep children safe and healthy. They promote children's development and well-being through consistent implementation of the nursery's procedures. They have a clear understanding of the safeguarding procedures and their responsibilities to report any concerns. Staff complete effective records relating to accidents, incidents, pre-existing injury and medication, promptly sharing these with parents. They know and respond to children's allergies, dietary requirements and medical needs. Staff promote healthy lifestyles discussing with children healthy eating, good hygiene habits and promote lots of physical outdoor exercise. Children are taught fire safety and regularly practice fire drills. Staff have excellent relationships with their colleagues and communicate very well with each other; this ensures they always supervise and support children appropriately.

Staff have a very good understanding of the children's needs and how to promote positive behaviours. They treat children kindly, consistently and practice appropriate behaviour management strategies including lots of praise and positive affirmations. Staff always remain calm, and can clearly communicate desired behaviours to children, whilst remaining nurturing and positive. For example, staff consult with children before helping them remove their wet weather gear, so that they can play comfortably indoors. They provide appropriate activities for children's individual abilities and encourage children's curiosity. Children are relaxed around staff, and we saw them seek and enjoy interactions with staff, inviting them into their play.

Staff carry out regular observations and use developmental progress tracking systems to assess and monitor children's development through their play and learning. These observations are well recorded and assist staff to evaluate activities and meet children's individual needs. The additional learning needs co-ordinator (ALNCO) supports children and develops specific care plans around children's individual needs. This is a strength of the service with staff having developed excellent working relationships with health and education professionals and undertaking regular multi agency meetings. Staff promote the Welsh language and lots of incidental Welsh is spoken and encouraged with the children. Children attending come from a wide range of multi-cultural backgrounds and this is celebrated and embraced by staff.

Environment**Excellent**

The playgroup is very welcoming for children, safe and very well maintained. There is a secure system for entry to the setting and staff ensure that all visitors sign in. Managers complete regular audits to meet all gas, electrical and fire safety requirements. There are thorough risk assessments that are reviewed regularly. Staff understand the importance of following daily procedures. They undertake daily checks of their base rooms, bathrooms and outside areas used by children, to ensure they are safe places for children to play and explore. Staff position themselves well to ensure children are safe and to give them appropriate levels of support.

The playgroup setting is light and spacious, providing children with an excellent space to play and learn. Toilets are clean and easily accessible so that children can gain independence. There are enough toilets and nappy changing facilities to meet the needs of the children in each base room. As the service is all on one level, all children have easy access to the outside and can freely move between inside and outside play areas as they wish. Staff set up base rooms so that they are well organised with lots of resources that prompt children to play and explore their surroundings. The outside play area is very well-resourced and enhances learning and play opportunities. Forest school, balancing equipment, climbing apparatus, mud kitchen, trikes and planting areas are eagerly used by the children encouraging them to be curious, problem solve and engage with their surroundings.

Resources are of a high quality. Multi-cultural resources are available and encourage children to have an understanding and awareness of cultures and customs beyond their own lived experience. Monitoring of resources ensure they are of good quality and relevant to children's learning. It is a rich environment for children to enjoy their play and learning.

Leadership and Management

Excellent

Leadership is very effective and managers are motivated and have very good oversight of the provision of care, and development of the service. They communicate with each other and the staff very well. Leaders are supportive and committed to ensuring that the whole workforce implements good working practices. Policies, procedures and guidance are of a high standard and reviewed regularly. The management team set high expectations of themselves and staff.

Leaders undertake a very thorough annual review of the service and consult with parents, staff and children. They consider and reflect upon this information well. This informs priorities for development of the service over the forthcoming year. Improvements to the service are tangible and have a positive impact upon children's experiences. For example, new flooring has been added to the outside play area enhancing children's outdoor play experiences. There is good oversight of procedures and, for example, accidents and incidents are monitored regularly so that any health and safety issues are responded to consistently and promptly.

Recruitment and induction procedures are thorough and equip staff to do their job well. Most staff have a level 3 childcare qualification, paediatric first aid, food hygiene and safeguarding training. All staff have a current Disclosure and Barring Safety (DBS) check. Additional training is encouraged to ensure staff continue in their professional development, understand current childcare practices and remain engaged and satisfied in their role. Regular supervision is given to ensure staff understand their role and responsibilities and records demonstrate these are meaningful and supportive. There is a team of full and part time staff caring for children ensuring sufficient cover for holidays, sickness and training. Leaders keep daily records such as attendance and staff rotas, showing there are always enough staff for the numbers of children attending. Staff roles and responsibilities are clearly defined. Staff told us they feel supported and confident in their role.

Staff understand the importance of building good relationships with parents and the local community. Communication with parents and carers is very well maintained and supported with technology. Parents we spoke with are very happy with the app, which gives them real-time information about their child and also comment on the ease and accessibility of staff should they wish to discuss anything. They voiced high levels of satisfaction with the service and the care their children receive. Multi agency working is extremely effective in supporting children who attend the service. Leaders explained that they have a number of strategies and support in order to communicate with parents effectively, should English not be the main language spoken within a child's family.

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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