



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Llyswen Ladybirds

**Archdeacon Griffiths Primary School
LLyswen Ladybirds
Llyswen
Brecon
LD3 0YB**



Date of Publication

Tuesday, 20 March 2018

Welsh Government © Crown copyright 2018.

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.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Llyswen Ladybirds was registered in August 2005 and provides care for a maximum of 18 children aged three to four years of age. The service operates from a newly built self contained annex within the new Archdeacon Griffiths County Primary School, Powys. The service is overseen by the responsible individual on behalf of Powys County Council, Louise Simms and Tina Penfold Smith is the person in charge. The service operates Monday, Thursday and Friday from 9:00am to 3:30pm and 9:00am to 1:00pm on a Tuesday and Wednesday term time only. The service is an English language provision; however, it strives to actively promote the use of the Welsh language.

Summary of our findings

1. Overall assessment

We, the Care Inspectorate Wales (CIW) (formally CSSIW, Care and Social Services Inspectorate Wales) found that children are well settled and comfortable at the service. The children benefit from a service that is thoughtfully planned and extremely child centred. Staff have warm and caring relationships with the children. Children are cared for in a safe, clean and child friendly environment. They enjoy and experience a wide range of good quality educational activities and play opportunities which children are confident to play, learn and explore. Leaders work in partnership with parents and other professionals in health and education to ensure that children's needs are identified and addressed appropriately so that they benefit from the service. Parents and carers are very happy with the service and they feel that their children have developed significantly through attending. They told us they are fully involved in their children's play plans and that the service has taught them to support their children's development at home.

2. Improvements

During the course of the inspection the provider:

- had revised the Statement of Purpose;
- had added the following documents to staff files:
 - medical declaration;
 - two references per staff member;
 - added recent photographs and copies of staff I.D;
 - job descriptions;
- informed parents that all policies will be updated and ready in March 2018. This has been done via the group's closed Facebook page;
- updated daily risk assessments and
- the person in charge is in the process of updating her Disclosure and Barring Scheme (DBS) check via CIW.

3. Requirements and recommendations

The following recommendations were made:

- the issue of the strong sewerage smell located off the main base room in the kitchen and storeroom areas within the service to be address and the necessary remedial action is to be taken to rectify the cause of this problem and
- the toilet doors off the main base room are extended t the correct height as they do not currently afford children attending the service any privacy and dignity.

1. Well-being

Summary

Children feel very safe and happy within their environment and with their carers. Children settle quickly and have opportunities to make extensive age-appropriate choices. They are developing their self help skills effectively. They thoroughly enjoy the excellent choice of interesting activities, play opportunities and experiences available and are becoming successful independent learners.

Our findings

1.1 To what extent do children have a voice?

Children have a very positive voice and their communication is valued. They are listened to when they communicate and express their views and needs in a variety of ways.

Children's verbal and non-verbal communication was listened to. Their views were valued. For example children had free choice of play activities and where they wanted to play, playing both alone or as part of a group. For example we observed children independently choosing to play with matching games and busily creating animal themed collages during a craft activity. Children also expressed their preferences when they did not wish to take part in sand play with a clear 'no' and moved confidently to the activity of their choice. Children thoroughly enjoyed the discovery area, home corner and construction play as well as outdoor play. They were able to access a range of various resources for themselves such as a threading activity from the storage boxes and sit on chairs at the tables when they wanted to play with play dough and puzzles. It was clearly evident that children were an integral part of the planning at the service. This was because we saw examples of children leading and developing their own play for example creating their own 'show' with action songs which evidenced that their contribution was included and valued.

Children have a strong voice at the service.

1.2 To what extent do children feel safe, happy and valued?

Children feel safe and happy; they have excellent and positive bonds with their carers and their peers which gives them a sense of security and belonging.

Children arrived at the service happily and settled quickly before confidently going to staff or their preferred play area. They had developed very good bonds of affection with the staff and we saw children having plenty of cuddles and reassurance. Children played and communicated with staff in a relaxed and comfortable manner. We saw children approaching staff for cuddles throughout our visits. Parents and carers told us that their children were very happy and settled at the service. Children were happy and content and smiled and laughed as they took part in activities and followed the daily routine. Children knew the routines very well; they participated in tidy up time as well as circle time and story time and knew where items were stored.

Children feel valued settled, happy and comfortable

1.3 How well do children interact?

Children play extremely well together, they co-operate and are beginning to be considerate to each other and learning the importance of sharing and turn taking.

Children interacted well with each other and they were beginning to take turns and share items. For example they waited for their turn on the outdoor equipment such as the sit and ride on toys and shared play dough cutters during a craft activity and beads during a threading activity. Children were beginning to demonstrate their feelings and consideration for others. For example, when one child slipped in the main base room, two other children went to assist the child and checked if the child was okay or needed help. The child's friends assisted them in the process of ensuring that the child was soon smiling again and back playing. Another child asked a friend kindly to "watch my snake please, don't break it" and this request was respected by the other child. Children's behaviour was extremely good and we heard them say "please" and "thank you" without being prompted. Another child assisted one of his friends with ironing in the home corner. They confidently approached staff for comfort and support for example to help tie their laces or to put on their shoes and coats.

Children interact very well with each other and staff.

1.4 To what extent do children enjoy their play and learning?

Children are engaged and are interested in their play. Children sustain interest for an age-appropriate amount of time and benefit from a wide range of play opportunities that support their development.

Children were developing well and they were able to choose independently from a wide array of activities on offer to them as well as more structured activities that had been planned. The children at the service looked forward to circle time and were motivated and eager to get seated for the activity. During snack time children thoroughly enjoyed the interactive time with their peers and with staff members. They talked confidently to one and other discussing family, pets and what they had done in the morning at the service. Children were provided with plenty of opportunity for planned and free play activities to select from both indoors and outdoors. The role play home corner, construction area, craft area as well as matching games and puzzles were particular favourite activities indoors.

Children thoroughly enjoy their play and learning experiences.

1.5 How well do children develop, learn and become independent?

Children are developing their individual skills well and have plenty of opportunities provided to them to learn and become independent.

Children had access to rich and imaginative play opportunities. Toys, equipment and resources were arranged so that children could help themselves and routines and staff-led activities supported children's development. Children had numerous and interesting opportunities to develop their physical skills. Children independently negotiated and explored the outdoor play areas well and experimented using different play stations including the garden, discovery area and construction area. They also confidently went on the sit-on and ride-on toys. The children were able to access outdoor play as an integral part of their daily routine. We saw children enjoying a sociable snack time with the children sitting around a small table happily chatting to one another. One child was appointed 'helper of the day' and embraced this role proudly, offering children "llaeth" (milk) or "dwr" (water) to drink as well as issuing cups, plates and the individual snacks that children had brought in from home. Children poured their own water into plastic beakers from small jugs and individual milk bottles. Children's social and language skills were developing well and they communicated confidently with each other, with staff and with us. All the children attending helped to tidy up toys. Children who were able, also used the toilet and washed their hands independently with minimum support.

Children develop and learn well and have excellent independence skills

2. Care and Development

Summary

Staff are very kind and caring. They interact extremely well with children; they show genuine affection towards them and work effectively to promote their learning and development and have an excellent understanding of the children's needs. Staff have undertaken appropriate training and keep children safe. They understand and follow the service's procedures to safeguard children

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff work effectively to keep children healthy and safe.

Staff ensured that children were provided with well balanced and varied snacks. Although staff arranged that the children brought snacks in from home, they also ensured that parents adhered to the service's healthy eating policy. The children had an array of fruits such as apples, banana, kiwi as well as waffles accompanied with a choice of milk or water to drink. At lunch time children also brought in their own lunch packs from home. Staff ensured that all children washed their hands prior to food and had individual wipes to wipe their hands and faces following snack and lunch.

Staff provided us with their safeguarding policy and when questioned staff were clear about their child protection responsibilities and who they should report any concerns to with regards to keeping children safe. Most of the staff had up to date training in child protection and there was a plan in place to ensure that the others attended training in the near future. The person in charge confirmed that she was in the process of updating the policy to include information on the Prevent Duty and radicalisation. Medication records demonstrated that the staff were following the medication policy which included a record of when the last dose of medication was administered. Staff followed appropriate hygiene procedures and encouraged children to wash their hands when they had been to the toilet and before they had food. Staff took children to play in the outdoor play area and for walks in the local area on a regular basis. A sample of accident and incident records seen confirmed that staff had been maintaining and completing regular and clear accident and incident records.

Staff consistently and successfully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff know the children very well and are very good role models. They are consistent in their approach and provide a nurturing and caring environment.

Staff employed positive behaviour management techniques. They rewarded good

behaviour by giving specific praise, such as “good sharing” and “well done”, and reminded children whilst playing together “what do we need to be when we are waiting our turn?” Staff gave the children stickers for various achievements at circle time, such as ‘nice sharing’, ‘good listening’, ‘excellent story telling’ and ‘good job tidying up’. Staff supervised the children well and were responsive to their needs. We saw several examples where staff resolved potential behavioural issues through distraction or discussion with the children. For example, when two children both wanted the same threading beads and, a staff member offered the choice of different pieces which resolved the issue. All staff modelled appropriate behaviour by speaking positively and kindly to each other and to children. They managed behaviour consistently throughout the sections with all staff using, “No thank you” as a reminder when behaviour was inappropriate or children were not sharing.

Staff are excellent role models and are highly effective in interacting positively with children and promoting good behaviour.

2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?

Staff know and understand the children well, provide appropriate levels of support and effectively promote their development.

Staff knew the children well and were aware of the children’s individual needs and preferences. Staff enthusiastically played with the children, sang songs and counted numbers. Staff promoted children’s language development by repeating words and numbers. The current theme at the service was “Rumble in the Jungle” They had enjoyed activities based on creating animals such as a tiger, leopard, giraffe, elephant, monkey and ‘hippo.’ We observed the children also intently and interactively listening to a story about a snake which was followed by the children creating swirling snakes to hang in their base room. Staff introduced Welsh into the service through numbers, colours, the weather, weeks, months of the year, greetings as well as simple sentences. For example “ble mae?” , “dyma fi”, “yma”, “diolch yn fawr” and “benedgedig!”. This was evident at snack time when the staff used prompts to encourage the children to ask for water, milk and fruits in Welsh. For example, “ga i llaeth?” ”ga i dwr?” this was followed by “os gwelwch yn dda” and “diolch”. Staff ensured that children were physically active by taking part in regular outdoor play. They regularly asked children what they wanted to do next and offered activities such as paint, water play or free play. Staff provided the children with different activities and play opportunities throughout the day and had established a clear routine which the children were familiar with. For example, they knew when to sit at the table for snack. Staff were able to tell us about the children’s preferences, needs and stages of development. For example we overheard staff discussing that a child needing encouraging to play outdoors, as the child was not so keen on it. They observed children regularly and kept records of their progress. Staff had observed and assessed children within focused tasks, made observational notes and completed Foundation Phase Profiles for the children. There was also a two way communication book used with the parents which identified the next steps for support. Parents also were provided with verbal feedback on their child’s day on

collection. They had also developed a very effective system of planning which was linked to the focused tasks on offer to the children. These plans clearly demonstrated focused tasks, the skill outcome, literacy and numeracy framework, vocabulary promotion, the introduction of Welsh, the role of the adult within tasks and resources to be used.

Staff significantly promote children's individual needs and their learning and development.

3. Environment

Summary

Leaders provide a very stimulating, well equipped, safe and suitable environment for children. There is a vast supply of resources and equipment to meet the children's needs and leaders ensure that they check the environment and resources regularly.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that the environment is safe, clean and secure. Leaders identify any risks to children and so far as is possible, eliminate or reduce them.

Leaders ensured that the environment was safe and secure at all times. This was a brand new building which had been developed on the land of the existing school and had opened in January 2018. As a result a secure entry system was in place. Leaders completed risk assessments and were reviewing them regularly to ensure that the environment was suitably free from potential risks to health and safety at all times. Heating appliances and Portable Appliance Tests (PAT) had been undertaken and were up to date as part of the signing off for the new building. Leaders had attended updated food hygiene training. Leaders practised and completed fire drills with children on a regular basis and records were in place. However, it was discussed with the responsible individual, person in charge and building contractors that there was a strong sewerage smell in the kitchen and storeroom areas within the service located off the main base room. The building contractors confirmed that this was a water supply link up issue which was currently being addressed with Powys County Council in order to rectify the matter. The post inspection questionnaire confirmed that this issue has now been resolved.

Leaders strive to effectively ensure the safety of the environment.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide suitable premises, which are child friendly and stimulating. The layout promotes children's independence and the ethos of the Foundation Phase.

Leaders ensured that the premises both indoors and outdoors were welcoming and friendly. The main base room displayed the current theme of 'Rumble in the Jungle' colourfully and brightly within the setting. Each area provided a rich environment for play and learning within the main base room and outdoors and provided plenty of choice in the form of rotational work stations. There was optimum space and facilities to meet the children's needs. Resources were stored in open boxes on low level units so that children could access them easily. Both the internal and external space were arranged in line with the ethos of the Foundation Phase for early years learning and development. Leaders ensured that the premises promoted independence and allowed children to undertake suitable risks.

However, the registered person needs to ensure that the toilet doors off the main base room are extended to the correct height. They do not currently afford children attending the service any privacy and dignity whilst using these facilities, as they have been hung too low.

Leaders ensure that the environment is highly suitable for the children and staff.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide children with an extensive range of toys, equipment and furniture that are appropriate for their needs and are of a high quality.

Leaders ensured that children had access to furniture, equipment and toys that were appropriate for their age, needs and developmental stage both indoors and outdoors. For example, there was an extensive range of books, dolls, cars, jigsaws, water play, sand play; table top play, craft, role play and dressing up, blocks, soft toys and educational toys which were easily accessible. Leaders had created a vibrant outdoor area, which provided excellent opportunities in line with the Foundation Phase. The section for physical free play included the current development of the new self contained play area to include a home corner, construction area and resources as well as an array of sit on and ride on toys, hula hoops and balls. The current system of visually risk assessing on a daily basis included the checking of toys and resources for damage. There was evidence of cultural awareness, celebration of various festivals as well as the promotion of the Welsh language. There was much evidence of children's work on the wall mounted displays which reinforced the current theme and provided plenty of creative incidental learning opportunities which were very apparent throughout the service

Leaders are successful and effective in ensuring that resources and equipment are of a high quality and support children's learning and development. There is a wide range of toys, resources and equipment available.

4. Leadership and Management

Summary

Leaders have a clear vision for the service. Leaders are committed to monitoring and improving the service. There are effective partnerships in place with parents and the local community. Leaders manage the service well.

Our findings

4.1 How effective is leadership?

Leaders comply with the relevant regulations and national minimum standards. They maintain up to date policies, procedures and records sufficiently and overall these translate into sound practice.

Leaders had an informative statement of purpose which was, in the main, compliant with the regulations but some amendment was required. However, prior to the production of this report the responsible individual had amended a copy of the statement of purpose and a copy of it had been forwarded to CIW. There was a comprehensive range of policies and procedures which had been reviewed and updated regularly with the latest updated policies due for review in March 2018. All parents and carers had been advised of this. Leaders informed us that the safeguarding policy had been updated to include information in respect of the Prevent Duty and radicalisation. Leaders maintained the required records in relation to children's personal information, contracts, accidents, emergency medical consent, incidents and attendance.

Leadership is good.

4.2 How effective is self evaluation and planning for improvement?

Leaders have an effective system in place for reviewing the service and to plan and make ongoing improvements.

Leaders had implemented a process for reviewing their service and making improvements, which included issuing questionnaires to parents and carers. Leaders had also completed a report on the quality of the service annually and provided us with a copy of the completed report for 2016/17 in August 2017 along with the returned Self Assessment of Service Statement (SASS). In discussion. The leaders told us that they were keen to improve the service and would listen to the views received.

Leaders are continually striving to make improvements to their service.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders implement an induction process and contingency arrangements are in place for staff absences.

We looked at a sample of staff files which showed that leaders had completed most checks on staff. However, of the sample of files seen and held at the service, some were not fully compliant with the regulations as they were missing the following information as required by the regulations:

- proof of identity and photographs,
- Job descriptions and
- two references per staff member.

However, the responsible individual confirmed in writing prior to the production of this report that these issues had been rectified during the course of the inspection. Also the DBS check for the person in charge via CIW had expired. We also received confirmation prior to the production of the report that this issue has been resolved and an updated DBS was currently being processed. Leaders told us that they had arrangements in place for staff absences.

Leaders appropriately manage staff.

4.4 How effective are partnerships?

Leaders have very good relationships with the parents and external agencies. They share information with parents and carers, and receive support from various agencies. Leaders promote children's experiences and learning via local community resources.

Leaders had effective partnerships with parents and carers. The service had a 'partners with parent's policy. The leaders and staff kept parents regularly informed about their child via a range of methods including monthly newsletters and verbal feedback as well as a home communication book. This outlines what the individual children were doing well and working towards, as well as identifying "next steps" in their development. Parents and carers had the opportunity to speak to staff when they collected their child. During the inspection, we saw staff telling parents about their child's day. We spoke to several parents/ carers who had come to collect their children from the service and they all said how highly they valued the service and how well their children had progressed. Leaders had also developed good communication links between parents/ carers, the service and the school community.

Leaders also have very good link and partnership working with external agencies such as health visitors, speech and language therapists, community links such as local nurses, police and dentist. The service has also excellent links with the "Bach and Iach" healthy schools programme and had gained an award via this initiative in December 2017.

Leaders have effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were made:

- the issue of the strong sewerage smell located off the main base room in the kitchen and storeroom areas within the service to be address and necessary remedial taken to rectify the cause of this problem and
- the toilet doors off the main base room are relocated at the correct height as they do not currently afford children attending the service any privacy and dignity.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 29 and 30 January 2018 for approximately eight hours. We:

- inspected a sample of documentation and policies;
- observed practice during the visit and completed observations on one child using the SOFI 2 tool to capture evidence of the child's engagement and the care being provided by staff and
- spoke to some children, parents/carers , staff and responsible individual for the service.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Louise Simms
Person in charge	Tina Penfold-Smith
Registered maximum number of places	18
Age range of children	From two and a half to four years of age
Opening hours	The service operates Monday, Tuesday, Wednesday and Friday from 9:00am to 3:30pm and 9:00am to 1:00pm on a Thursday term time only.
Operating Language of the service	English
Date of previous CSSIW inspection	16 December 2015
Dates of this inspection visits	29 and 30 of January 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates significant effort to promote the use of the Welsh language and culture.
Additional Information:	