



Inspection Report

Ladybirds After School & Holiday Club

**St Johns Church Hall
Rachel Close
Danescourt
Cardiff
CF5 2SH**



Date Inspection Completed

09/09/2024

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About Ladybirds After School & Holiday Club

Type of care provided.	Children's Day Care Out of School Care
Registered Provider	Ladybirds Day Nursery Limited
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	18 October 2022
Is this a Flying Start service?	No
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>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are happy, settled and enjoy their time at the setting. They feel safe and secure in the care of staff and engage confidently with the daily routines. Children speak up and share their ideas with staff who encourage them and show interest in their views. Children can freely choose what they want to play with and can ask for different resources when needed.

Staff understand their responsibilities to keep children safe and follow policies in place designed to support this. They know how to report concerns about children and have good knowledge of the safeguarding procedures. Staff are enthusiastic, patient, and caring. They support children's play and learning through an interesting range of activities that are influenced by children's interests.

Leaders ensure that the premises are secure, clean, and welcoming. Staff follow procedures to ensure the environment is safe, completing risk assessments and daily checks consistently. They organise areas and resources to ensure that children have good opportunities to use their imagination and be creative.

Leadership and management of the service has improved. Leaders, along with the new person in charge, have put measures in place to ensure the service complies with the regulations. They have met the Priority Action Notice from the previous inspection. Leaders have developed a beneficial range of policies and procedures to support the smooth and safe running of the setting. Leaders have established a self-evaluation process that in the main, identifies improvements required and steps taken to action these.

Children's voices are strong. They have many opportunities to make decisions about how they spend their time. They choose what to play with and can make choices throughout the session. For example, we saw children move between a variety of activities they had asked for, including construction, craft, and small world. Children express themselves confidently as they know staff listen to them and show an interest in their play. For example, a child approached a member of staff to ask for extra colouring resources. Children told us that staff fully consider their interests when planning future activities.

Children are happy, settled, and enjoy attending the setting. They arrive happily from school and settle well into the familiar daily routine, which adds to their sense of safety and belonging. Some children have only recently started and are quickly learning what to do, with the help of their friends and staff. Children confidently ask for help and support from staff when needed such as when they want ideas to make a car in the construction area. Children talk to staff about their play and actively seek their company. They eagerly invite staff into their play and smile happily as they chat to them.

Children play well alongside each other or in groups because they build strong relationships with each other and staff. Children support each other's play as they push a vehicle back and fore, racing them and laughing as they crash into the wall. Others seek out quieter areas to chat about their day at school. Children speak proudly about the impact they make on others, such as helping children to express themselves and to develop their speech and language. They show respect for each other, such as using 'please' and 'thank you' and apologising if they accidentally bump into anybody.

Children are very motivated and engaged in their play. They enjoy a good range of interesting opportunities and have time and space to initiate their own play. For example, a small group use resources imaginatively to develop their own version of a game, whilst others spend a lengthy period drawing and colouring pictures. Children enjoy constructing vehicles and co-operate to share pieces to build the biggest car.

Children have plentiful opportunities to develop their independence skills. As they arrive at the setting, they confidently hang up their coats and bags, washing their hands and sit for tea. Children give out cups, they pour their own water and take their dishes back to the kitchen hatch when they finish.

Care and Development

Good

Staff have a good understanding of how to keep children safe and healthy. They are confident about the child protection policy, knowing what to do if they have concerns regarding a child's welfare. Most staff have up to date mandatory training but the ratios of staff with an appropriate first aid certificate fall short of the requirements of the national minimum standards. Leaders have an action plan to meet this requirement soon. Staff follow policies and procedures closely, to ensure the smooth running of the setting. For example, they are knowledgeable regarding children's dietary requirements and any allergies and implement processes to safely manage these. Staff promote good health and hygiene at mealtimes by ensuring children wash their hands, cleaning tables and wearing aprons to serve food. Staff sit with children as they eat their tea, chatting to them about how they feel and about healthy food. Staff record accidents and incidents well and takes appropriate action if required. They carry out fire drills at regular intervals so that children and staff are clear about evacuating the setting safely.

Staff manage interactions and children's behaviour calmly and positively. For example, staff supervise children well and intervene promptly to resolve any minor disagreements. They show warmth, patience and kindness towards children and children mirror this in their interactions with each other. Staff are clear about boundaries and gently but firmly remind children to walk and not run inside. They encourage children to show respect for each other, resources, and the rules of the setting such as not throwing the toys. Staff spontaneously acknowledge children's successes and encourage them to succeed at an activity. For example, recognising children's awe as the vehicle they constructed moved quickly along the floor.

Staff facilitate children's play well and ensure there are plenty of resources available to them, consulting with them during the session to provide what they want. For example, changing the small world areas and various craft areas. Staff are enthusiastic and nurturing in their interactions. They naturally join children in their play by chatting to them about what they are doing and things that interest them. For example, they sat at a construction area and children soon joined them, discussing and deciding on different resources to build a vehicle. Staff know children well and naturally adjust the care they give to suit each child. They promote a positive, calm, cheery atmosphere with plenty of laughter and smiles.

Environment

Good

Leaders have agreements in place to operate the setting from a community hall. They have sole use of the building for the hours they operate and need to set up and pack away for each session. Leaders have systems in place to ensure the environment is secure, attractive and provides spacious areas for children to play. Staff lock the main door each time anybody enters or leaves the setting, and they ensure visitors sign in to the building. They sign children in as they arrive after school and sign them out as they leave. Leaders have ample risk assessments in place that identify and eliminate, as far as possible, risks to children, staff, and visitors' safety. They liaise closely with the committee of the building to ensure the setting is maintained appropriately.

Leaders set up the environment to be welcoming for children. They have use of a large hall and there is a kitchen area with a hatch to the main playroom. Children have access to sufficient toilet and wash handbasins, and staff provide equipment to support children to use the adult size facilities. Children tell us that the hall can be noisy, and staff are aware of this, trying to support children to adapt to the environment as far as possible. There is no access to a secure outside area but during the holiday provision, staff ensure children access a variety of outside facilities safely.

Leaders provide plentiful resources to engage children's interest and imagination. Staff put many out before children arrive, but children know what other resources are stored in the large cupboard and approach staff confidently to ask for these. Children tell us staff ask them about resources on a regular basis and they replenish them as needed. They have access to resources such as board games, arts and crafts, various construction toys, small world, and a home area. Children relax and look at books in the comfortable home area. Leaders use the furniture that is available in the hall and children use this to eat at and do craft activities. Staff put most of the other resources on the floor so that children can play easily with them.

Leadership and Management

Good

Leaders have made significant improvements to the way the setting operates. They have employed a new person in charge who is experienced and has a good vision for the setting. Leaders encourage a culture of safety, respect children's rights and views, and recognise that the setting is children's time to choose and play. They provide constructive oversight of practice, and share this with staff, giving a consistently positive feel across the setting. Leaders have an up-to-date statement of purpose which reflects how the setting currently operates. They have policies and procedures in place some of which they have further updated during this inspection, for example the medication policy. Staff maintain daily records well; these include the attendance of staff and children and daily checklists.

Leaders have established a useful self-evaluation process and are committed to providing an improving service. They obtain feedback from parents, children and staff and reflect on practice to produce a quality of care report annually. They have fully engaged in the inspection process and notify CIW appropriately of significant events. There is a complaint policy available that leaders are reviewing to recognise children may want to raise a complaint and make it clear how they can do this.

Leaders have improved how they manage staffing at the setting. They have a person in charge and staff who are employed specifically for the setting. This provides staff and children with consistent expectations. Leaders follow safe recruitment procedures to ensure staff are suitable to work with children. Enough staff hold appropriate childcare and play work qualifications whilst others are working towards completing a qualification. All staff have attended training in safeguarding that is relative to their role. Some staff have an appropriate first aid certificate, but this does not meet the recommendations of the national minimum standards. Leaders have put a plan in place to meet the requirements as soon as possible. Staff tell us they had a good induction to their role when they started work and that leaders support them well with a comprehensive system of appraisal and supervision.

Leaders and staff develop positive relationships with parents. They collect relevant information about children before they start, to ensure they can meet individual needs. Children told us they really enjoy attending the setting and parents are highly complimentary of the service they and their children receive. Leaders have developed useful links with the primary school which children attend, supporting them to collect children safely.

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
27	The registered persons have not ensured that at all times there is a sufficient number of suitably qualified, skilled and experienced staff to provide care for children as set out in the regulations, this includes promoting their health and welfare.	Achieved

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 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 10 - Healthcare	10.24 The minimum requirement is at least 1:10 (trained adult: child ratio) holding a current Full Paediatric First Aid 12 hours certificate.

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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