Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gellifor After School Club (Ladybirds)

Gellifor CP School
Gellifor
Ruthin
LL15 1SB



Date Inspection Completed

16/07/2024

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About Gellifor After School Club (Ladybirds)

Type of care provided	Children's Day Care Out of School Care
Registered Person	Katie Lewis
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	19 March 2018
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.

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

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

Summary

Children are happy and have formed warm relationships with staff and each other. They enjoy their time at the setting and are confident to let staff know what they want to do. Children have a good range of experiences and plenty of opportunities to choose activities or toys they wish to play with.

Staff know how to keep children safe and healthy. They support individual children in a warm and highly positive manner. They are relaxed, kind and friendly. Staff plan a good range of activities in line with children's interests which help them learn and develop their skills.

Leaders provide a safe and comfortable environment for children with good learning opportunities. They ensure hazards and risks are monitored and managed effectively. Staff provide a range of natural resources and authentic play experiences for children. These are effective in developing children's social, physical and creative skills.

Leaders manage the provision well and understand their regulatory responsibilities. Most documents are clear and easy to find, and suitability checks are kept up to date. Parents are kept well informed and there are highly successful partnerships with the school with whom the setting share resources.

Well-being Good

Children are happy and settled. They move around the resources and activities freely, choosing for themselves what they want to play with or what activities they want to join in. They are happy to follow their own interests and to express what they want to do. For example, they choose the craft table and create their own artwork amid much chatting.

Children have formed warm relationships with staff and each other. They settle well and feel secure and are confident. Children are happy to approach staff for comfort and respond well to positive words of encouragement and praise to sort any small disagreements. Children want to spend as much time as possible in the club and if a parent arrives early children ask if they can stay longer. A child who had already left the club came back on their go cart to look through the gate and talk to their friends and watch them playing football.

Children share resources and play alongside each other well. For example, they play with blocks in a group of five. They happily talk to the staff about what they are doing at the craft table and show their creations to all staff who smile with approval. They are eager to involve staff in their play and go outside together to follow their own interests such as playing football. Children make constructive comments about what their friends are doing and make good suggestions to improve the craft. They also enjoy spending quieter times together as two children sit in the willow den chatting and relaxing, using a piece of equipment as a footstool.

Children enjoy a good range of play and learning experiences that help develop their skills. They use the school field to play ball games and have opportunities to develop physical skills on the assault course. Children have good opportunities to develop socially as they can meet up with siblings and friends from school and develop their own games. Children are encouraged to do things for themselves. They go to the counter, choose and collect their own snack deciding what to eat from a good range of food, promoting their independence.

Care and Development Good

Staff understand their responsibilities to keep children safe and healthy. Several staff members also work in school, so they are very familiar with the procedures to follow with any child welfare concerns. Accidents and incidents are recorded, and parents are made aware by signing the log. Staff ensure regular safety checks are undertaken including risk assessments and fire drills are carried out which ensures children know what to do in an emergency. Staff provide children with snacks and ensure children wash their hands, before eating. Although children have a wide range of food which they enjoy, some snacks are high in sugar and salt content.

Staff have built positive relationships with the children. They are kind and friendly and deal with any disputes calmly and fairly with plenty of praise. They remind children of simple rules such as calming down when they are excited as the last day of term is fast approaching. Staff support individual children positively and move to where they are needed. There is plenty of good humour too as staff chat with children about their day in school, at home and their families.

Staff ensure children have easy access to a good range of interesting activities that develop their skills. Staff thoughtfully include activities in line with children's interests. Staff use some Welsh with the children and encourage them to use simple words and phrases. Records contained all information about the children prior to them attending so this allows staff to plan effectively to meet children's individual needs.

Environment — Good

Leaders provide a clean and safe environment for children. Main doors are locked, and visitors are guided around the outside of the school to the setting. The school field and grounds are secure. Risk assessments outline any potential hazards to children and measures are in place to manage these. Staff also ensure areas continue to be safe as they have been used by the school during the day. There are suitable facilities including toilets and a kitchen for the preparation of snack. The environment is light, bright, and well maintained throughout.

A wild garden with a pond and a school field just outside the hall is full of interesting and exciting resources which children can access themselves. The garden enables children to develop their curiosity and learn effectively about wildlife and their habitat. Different sized planters provide good opportunities for children to learn how plants grow.

Leaders ensure they provide a good range of quality resources for children to choose from. The large outdoor play areas offer plenty of space for children to play and explore. Staff organise the resources well, storing boxes on shelves for children to help themselves from the cupboard and develop their play how they want to. The result is a relaxing, calm environment with happy, busy children. Furniture of various sizes enables children to be at different levels and enjoy playing and sitting where they feel most comfortable with their friends. Books, games and small world figures reflect the diversity of the world the children live in.

Leadership and Management Good

Leaders manage the service well and promote good outcomes for children. The setting's statement of purpose provides parents with plenty of information to help them decide whether the service will meet their and their child's needs. Staff follow the setting's policies and procedures effectively, ensuring that practices are safe and inclusive for all. Leaders have a good understanding of their role and regulatory responsibilities. They provide a broad range of clear and informative procedures which staff follow effectively to ensure they provide the best care within a safe and inclusive environment.

Leaders are motivated and committed to improve the service they provide. They actively seek feedback and as a result make changes and introduce new ideas. They know their service well and have a clear vision and recognise strengths and areas to develop effectively. They continue to make positive changes which benefit the children. Most recommendations from the inspection were actioned immediately. This shows the service wants to reflect good practice and provide the best possible care for the children.

All Disclosure and Barring Service (DBS) checks are up to date with several staff also working in the school. Leaders are in the process of updating documentation and records. These include staff files to ensure the contents are current. Several of the staff have been working in the group for many years. Some of the information and documentation regarding staff including appraisals carried out by the head teacher are held securely in the school and were not accessible at the time of the inspection. Staff work together very well and discuss planning and how to improve learning outcomes for the children. Staff feel valued and said they enjoy working in the setting.

There is an excellent partnership with the school. The setting shares resources such as the outdoor area and the club meet in the school hall. The setting is an integral part of the school and staff are available to help if needed. Because some staff also work in the school during the day, this strengthens the relationship between the two settings and provides an effective level of consistency for the children. Staff welcome parents at the end of the session and share good information about what the children have been doing, including winning a cup for poetry. This also provides time for parents to share any updates, enabling staff to continue to meet children's changing needs.

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

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
R1 To ensure all documentation and records are available for inspection. R2 To provide alternatives to replace foods which have a high sugar or salt content.

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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Date Published 15/08/2024