Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Childcare Inspection Report on

Little Lambs Fun Club

Ysgol y Faenol
Bodelwyddan Infant School
John`s Drive
Bodelwyddan
LL18 5TG



Date Inspection Completed

15/04/2019

Welsh Government © Crown copyright 2019.
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.

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

Description of the service

Little Lambs Fun Club is registered to care for a maximum of 48 children under the age of 12. The service operates from Ysgol Faenol, Bodelwyddan from 15:00 p.m. to 18:00 p.m. in term time and from 8:00 a.m. to 18:00 p.m. during the school holidays; bank holidays excepted. The registered person is Samantha Maitland-Price, and the person in charge is Stephanie Evans. The language of the service is mainly English, with basic Welsh words and phrases used. They do not currently implement the Active Offer in relation to the Welsh language.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Good
Environment	Good
Leadership and Management	Excellent

1. Overall assessment

Children are happy and thoroughly enjoy their time at the service. They are highly motivated to make choices and can contribute their views and preferences extremely confidently. Staff know children well and respond to their individual needs promptly and effectively. Leaders ensure children are cared for in a safe environment with a range of interesting and exciting areas and resources to enhance their play and learning. Resources are of good quality and all play areas are welcoming and exciting to children. The service is managed effectively with innovative methods used to increase staff enthusiasm and encourage parent participation. They ensure children take an active part in activity planning, the evaluation of the service and helping to plan for improvements.

2. Improvements

Since the previous inspection leaders have introduced new methods for involving children in activity planning and for recording their time at the service. Leaders had addressed the good practice recommendations made in the previous inspection. For example, evidence of staff completing their induction were now included on their staff files.

During the course of this inspection leaders updated their statement of purpose to include the procedures for dealing with an emergency.

3. Requirements and recommendations

We made recommendations in relation to record keeping and reviewing risk assessments.

1. Well-being

Excellent

Summary

Children are happy, settled and have formed positive relationships with staff and each other. They are highly motivated to make choices about what they would like to do and are confident to express their needs and wishes. They are highly involved in the planning of activities and their preferences influence every aspect of their day. Children thoroughly enjoy the activities available to them and are motivated and curious to explore their environment and learn new skills.

Our findings

Children moved freely between activities and were confident to express their wants and needs to staff. For example, two children asked if they could play on climbing apparatus when they had finished a craft activity. The staff member quickly agreed and supported them to fetch the apparatus and move it to a suitable space. All attempts at communication were highly valued by staff, with staff responding promptly to children and prioritising this above any other task. Activity planning was child-led, with children having the opportunity to complete '*mood boards'* for each topic with suggestions of what they would like to do. For example, they had decided that for the 'Easter' topic they wanted to create cards, banners and make biscuits. The craft activities available on the day of our visit reflected the children's choices and they were enthusiastic to take part in these. Photographs of each topic were collated to create a 'memory book', in which children were able to include comments about what they had enjoyed.

Children were confident to approach staff to ask for help when they needed it and knew their needs would be met promptly. For example, one child approached a staff member just before snack time and asked for cereal and if the staff member would help them prepare it. The staff member responded warmly, clearly explaining to the child which choices were available for snack and how they would help the child to pour the cereal. All children were confident and eager to approach us to talk about the things they enjoyed doing, showing they felt secure in their surroundings.

Children interacted well together and had formed strong friendships with their peers. Throughout our visit, children were eager to involve their friends in their play and shared resources and took turns appropriately. For example, a group of children worked together to build a track for the trains. They animatedly chatted and instructed each other on how they should build it and took turns to lay pieces of the track down. When they ran out of pieces they were excited to think of ways they could continue to expand on their construction. They then enthusiastically worked together to make extra tracks for the trains by drawing them on pieces of paper and adding these to their track. They had lots of fun doing this and engaged in this activity for a long period of time.

Children were highly motivated to explore their environment and thoroughly enjoyed the activities available to them. For example, during outdoor play a group of children built a '*train*' using the wheeled units and loose parts and took turns to wheel their friends around. Lots of laughter and happy chatter ensued as they had lots of fun. Another group of children enjoyed creating a banner for the display board with a long roll of paper. They worked together to decorate the banner, experimenting with the different coloured paint and using their hands and the different instruments to make marks and patterns. They concentrated extremely well on this task, sharing the paints and instruments with their friends without any prompts. When they had finished the children were clearly proud of their creation, which was reinforced effectively by a staff member who exclaimed '*I love it!*' and took photographs to add to the memory book.

At snack time, children went to wash their hands and select and prepare their snacks independently. Children had ample opportunities to lead and direct their play and were naturally motivated to choose activities as they wished. Resources were stored in a way which enabled children to access them easily and independently if they wanted. Children were encouraged to choose and select their own resources during craft and outdoor activities.

2. Care and Development

Good

Summary

Staff are aware of the correct procedures to follow to keep children safe and promote healthy eating. Staff know about children's individual needs and ensure they are met effectively. Activities are planned to develop children's skills and enable them to learn through play.

Our findings

Staff were confident with regard to their duties to protect children, had received training safeguarding and their knowledge was updated during regular team meetings. Accidents and incidents were well documented and signed by staff and parents. Fire drills were fully recorded and had taken place regularly, ensuring staff and children were well rehearsed in how to evacuate children safely in an emergency. Good hygiene and healthy lifestyles were promoted. Staff encouraged and supported the children to wash their hands after playing outdoors, before eating and after using the toilet, minimising the risk of cross contamination. We saw children were given the opportunity to play outside in the fresh air frequently and were encouraged to spend as much time exploring the outdoor environment as possible. Staff promoted children's physical development through providing a range of activities where they practiced climbing, using real tools safely, balancing and den building.

Staff spoke affectionately with the children and had good relationships with them. They provided comfort and reassurance when children needed it and were familiar with their individual preferences. Any arguments or inappropriate behaviour were dealt with by redirecting the children to another activity, explaining why their behaviour wasn't appropriate and speaking with children gently but firmly, ensuring they were clear of the boundaries. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities and trying new things.

Staff knew the children well and were able to respond to their individual needs effectively. Staff were on hand to offer support to children during lunchtime when they needed it. This was done in a relaxed manner that the children were comfortable with. Parents we spoke with were very complimentary about the staff. One parent stated '*I can't fault the staff*' and that they were approachable, knew their children and responded to their needs well.

Activities were varied with a good mixture of outdoor activities which encouraged exploration and curiosity and more focussed activities that developed fine motor, literacy and numeracy skills. Staff recorded children's development and planned for their future play and learning. Children's files were comprehensive and contained lots of information regarding children's individual needs and preferences, enabling staff to plan how to meet these effectively.

3. Environment

Good

Summary

Leaders ensure children are cared for in a safe environment and risks are managed appropriately and eliminated where possible. Resources are of good quality and all areas are welcoming and interesting to children.

Our findings

Leaders ensured the premises were secure and children are safe. We were asked to sign the visitor's book on arrival and asked for our identification. A daily register was kept of staff and children who attended to ensure all people could be accounted for in the event of an emergency. The outdoor play area was secure and surrounded by a fence. The doors to the premises were kept locked during the day, preventing unauthorised persons from gaining access and ensuring the children were safe. Leaders had identified hazards within the premises and these were included in written risk assessments showing how risk was managed and where possible eliminated. Leaders also promoted play activities which supported children to take acceptable risks. Risk assessments were in place for these activities, outlining the hazards to children and the benefits to their well-being. For example, using and exploring real tools. However, these were not always dated and we reminded the person in charge of the need to review these risk assessments regularly.

Leaders ensured children had access to ample space to play and explore. These play spaces were clearly defined and well resourced, offering a wide variety of activities for children to choose from. Samples of the children's work were also displayed on the walls, providing them with a sense of belonging. Furniture and resources were all suitable for the needs of the children. For example, tables and chairs were at the right height and steps and seats were available to enable children to use the toilet and practice self-help skills independently. Resources were organised well, easily accessible to children and clearly labelled. The equipment and resources had been carefully planned to offer children a variety of different learning opportunities. Where possible, leaders ensured the materials and resources used were real and natural. For example, fabrics, real branches, wood and recycled crates were used for den building and building materials such as large plastic tubing, boxes and tools were used for construction play.

Leaders ensured children benefitted from a wide range of materials and resources by ensuring these were rotated and replenished regularly. These were all of good quality and well maintained. The person in charge stated toys and resources were cleaned regularly, however, no records were kept to evidence this. A wide range of multicultural resources were available, including dolls, books and posters, promoting cultural awareness.

4. Leadership and Management **Excellent**

Summary

Leaders use innovative methods to ensure staff are highly motivated and supported to carry out their roles effectively and provide excellent opportunities and activities to enhance children's well-being. Parents are encouraged to be involved in highly effective ways which were effective and fun for all parties involved.

Our findings

Staff were fully aware of their roles and responsibilities. Policies and procedures were in place and these were reviewed regularly and implemented effectively by staff in their daily practice. For example, staff followed the methods outlined in the service's behaviour management policy effectively throughout the day. We inspected the service's statement of purpose and advised leaders to include a brief overview of the procedures for dealing with an emergency. Since the inspection, the statement of purpose has been amended to include this meaning parents are aware of these procedures and can make an informed decision about whether the service could meet their and their child's needs.

All the staff we spoke to stated they were very happy working at the service and they felt supported to develop their skills and carry out their roles effectively. Leaders had introduced a '*Spread the Happiness'* initiative, which promoted staff happiness and inspired and encouraged them to create exciting learning opportunities for children and enhance their well-being. Activities to promote the initiative had included an awards night and a team building event. Leaders had planned a '*scavenger hunt'* for staff as a team building event, where staff spent the day visiting local businesses and areas they visited with the children to 'search for clues' and found a reward at the end. Staff told us how these types of events had helped to promote positive relationships and enabled them to work effectively as a team.

Leaders were reflective in their practice and ensured they promoted an ethos of continuous improvement. Regular staff meetings were conducted to discuss areas for improvement, enabling staff to feed into improvement plans and help in setting targets for themselves. This was an ongoing process, which was updated and reviewed regularly throughout the year. Children were asked to provide feedback following activities to state what they had enjoyed and which activities and resources they would like to improve. Children were all eager to give their comments and this information was used when planning activities for the next topic. Leaders had also conducted an annual quality of care review gathering feedback from children and parents and had written a report outlining their findings; they listed improvements already made during the year and highlighted areas for development.

Leaders ensured staff were deployed effectively during the sessions, making sure children were given the support they needed and general tasks were completed. New staff

undertook a comprehensive induction programme and robust recruitment checks had taken place, ensuring staff were suitable to work at the service. Leaders ensured staff understood their responsibilities and the high expectations of the service. Staff we spoke with told us leaders were extremely approachable and supportive and made them feel valued. They stated they had lots of opportunities for training to develop their skills and were able to request specific training during supervision or appraisal sessions. These training requests were acted on promptly to ensure staff felt confident in their abilities. For example, one staff member told us how they had requested more training on activity planning in their last supervision session and had attended an event on planning outdoor activities the following week. Evidence of supervision and appraisals were kept on file as well as certificates for training staff had completed to enhance their knowledge of caring for children. Staff meetings were held regularly, providing opportunities to share best practice with leaders and each other, and for staff to raise any issues or questions they might have. This also helped to ensure information was shared with all staff quickly and effectively.

Leaders shared information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes and how the service worked in partnership with parents to ensure children's needs were met. Staff had positive relationships with parents and shared information verbally at the end of each session. Parents we spoke with told us they received plenty of information about their child's time at the service. They stated they had access to a closed social media page where staff shared pictures of the children taking part in different activities and other important information with them. Leaders had also encouraged parents to take part in '*Summer Challenges'* last year to promote parent participation in activities based on the week's theme in the nursery. Positive partnerships had also been formed with local businesses, which often led to these businesses frequently donating loose parts and materials for the children to use in their play.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following good practice recommendations for leaders to consider:

- Keeping copies or photographs of the ‘mood boards’ made by children as evidence of activity planning;
- reviewing all risk assessments regularly and that the date on which this is done is recorded; and
- keeping a record is kept of the times toys and resources are cleaned.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on the 15 April 2019 between 9:25 a.m. and

16:00 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge, registered person and parents;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the person in charge and registered person of what we found and what needed to be addressed.

Further information about what we do can be found on our website:
www.careinspectorate.wales

7. About the service

Type of care provided	**Childrens Day Care** **Out of School Care**
Registered Person	**Samantha Maitland-Price**
Person in charge	**Stephanie Evans**
Registered maximum number of places	**48**
Age range of children	**3-12 years**
Opening hours	**3:15pm – 6:00pm during term time and 8:00am to 6:00pm during school holidays and school training days. Closed on bank holidays and for the Christmas and New Year period.**
Operating Language of the service	**English**
Date of previous Care Inspectorate Wales inspection	**8 February 2016**
Dates of this inspection visit(s)	**15 April 2019**
Is this a Flying Start service?	**No**
Is early years education for three and four year olds provided at the service?	**No**
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 a significant effort to promoting the use of the Welsh language and culture.**
Additional Information:	

Date Published : 4 June 2019