Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ladybirds Playgroup

Holton Primary School
Holton Road
Barry
CF63 4TF



Date Inspection Completed

05/07/2023

About Ladybirds Playgroup

Type of care provided	Childrens Day Care Sessional Day Care
Registered Provider	Vale of Glamorgan Council Child Care and Play Services
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	14 July 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	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.

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

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

Summary

Children thoroughly enjoy attending the setting. They feel very safe and secure in the care of staff. Children have huge fun playing with their friends and have a wealth of choice and opportunities to develop different skills. They show purpose, curiosity and high levels of engagement. Children have excellent opportunities to develop their independence.

Staff provide a warm and nurturing child-centred setting. They have an excellent understanding of how to keep children safe and implement the setting's policies and procedures effectively. Staff know the children very well. They manage children's interactions skilfully and plan a variety of exciting opportunities to support children's play and learning.

The environment is secure, clean, welcoming, and very well organised to support children's play and learning. An excellent range of indoor and outdoor resources promote children's all-round development. Staff identify and eliminate any unnecessary risks to children's safety.

People who run the setting have an excellent vision and sense of purpose which sustains improvements and promotes excellent outcomes for children. They are highly motivated and ensure robust policies, procedures, and records are in place. People who run the setting provide valuable support to staff.

Well-being — Excellent

Children have a strong voice and successfully influence their play and learning. They choose which resources they want to play with, whether they want to play inside or outdoors and decide which activities they want to take part in. For example, during music and movement, some children chose not to join the group to sing and dance and were able to continue uninterrupted with their outdoor play. Children are confident to express their thoughts and ideas, as they know staff will listen and show interest.

Children feel very happy and valued. They develop warm and affectionate relationships with staff and clearly enjoy being in their company. We saw children climb onto staff members laps to snuggle up and share a book. Children know the staff and daily routines very well, which helps them feel extremely settled and confident in their surroundings. Children receive lots of encouragement and praise from staff when learning new skills, giving them the confidence to play and learn. They chat easily with staff, cheerfully inviting them to join in with their play. For example, children enthusiastically made play dough cakes for staff in the bakery role play area.

Children interact positively with their friends. They are learning to be kind and are becoming aware of each other's feelings. For example, during snack time one child asked their friend if they would like some more yoghurt after they had finished serving themselves. Children play very happily alongside each other or together. We saw children readily sharing buckets and spades when building sandcastles and patiently waiting their turn to walk across the low level stepping stones as they practiced their balance skills.

Children are curious and highly engaged in their play and learning. They show very good concentration skills and eagerly join in with activities on offer to them. For example, children were completely absorbed in their role play as they used real vegetables and play dough to make a vegetable pie in the play kitchen. Children also thoroughly enjoyed themselves as they took part in a dance session and gleefully stomped around pretending to be elephants. Children benefit from extended periods of rich child-led play, allowing them to immerse themselves and stretch their imagination.

Children have excellent opportunities to develop their independence. They are provided with a variety of age-appropriate experiences to practise their self-help skills. For example, at snack time children collect their own plates and cups, serve themselves food and pour their own drinks. Children confidently choose activities, which supports them to develop independent thinking skills and make their own decisions.

Care and Development — Excellent

Staff have an excellent understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and effectively implement the setting's policy and procedure should they have concerns about a child. Staff follow very good hygiene procedures. For example, they clean tables before and after eating, they encourage regular handwashing and ensure children's noses are wiped in a timely manner, which minimises the spreading of germs. Staff implement robust systems to manage children's dietary requirements. Information regarding allergies and dietary needs are clearly displayed in the kitchen and snack area, ensuring all staff are aware of children's individual requirements. A varied and nutritionally balanced healthy snack menu is in place and drinking water is available throughout the session. The setting holds awards for healthy eating and encouraging healthy behaviours in children and their families. Staff promote children's oral health and ensure children brush their teeth daily at the setting. They record all accidents and incidents in detail and regularly monitor these records to identify any emerging safeguarding issues.

Staff are kind and caring towards the children. They are very responsive and nurturing, which means children approach them with ease. Staff expertly interact and talk purposefully with the children, making their time in the setting enjoyable. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. Staff always act as excellent role models. They have excellent relationships and communicate very well with each other. This ensures children are appropriately supervised and supported throughout the day.

Staff extensively promote children's learning and development. They plan a wide range of exciting and interesting play opportunities around children's individual interests. For example, staff noted children's fascination with play dough, so set up a bakery in the home corner. Staff engage with children during activities, naturally promoting their learning as they play. We heard staff encourage children to count in Welsh during a number game and develop children's mathematical vocabulary as they built 'big' towers with building blocks. Staff track children's progress through regular observations and use this information to plan for the next stages of learning. They offer excellent support to children with additional needs. Staff meet once a month with support agencies such as health visitors, advisory teachers and the additional learning needs lead officer (ALNLO) to discuss how best to support children. This ensures the appropriate care and support is provided for all children attending.

Environment — Excellent

The premises are safe and very well maintained. The entrance is secure, and all visitors sign in and out of the setting. Fire drills are practised frequently to ensure that staff and children can evacuate the building in the event of an emergency. Effective, comprehensive risk assessments are in place for the premises and activities carried out. Staff keep children safe by completing daily safety checks of the environment to identify and where possible eliminate risks to their safety. The indoor and outdoor environments are secure and provide a valuable space for children to play and learn.

The environment is welcoming and very child friendly. Decorated in calming neutral colours, softly lit lamps and fairly lights dotted around the playrooms create a homely, cosy and inviting atmosphere. The layout is organised to meet all children's needs enabling them to reach their full potential and support their growing independence. Resources encourage children to explore the world around them. For example, the outdoor mud kitchen is well equipped, with real pots/pans/utensils, herbs, spices, potatoes and leeks, enticing children to carry out different roles such as cooking dinner. Staff display children's photographs and creative work around the setting which gives children a lovely sense of belonging and makes them feel proud of their achievements. Staff ensure the outside play space is used daily which supports children's well-being and physical development. This area offers challenges, risks, and opportunities to experiment. For example, we saw children riding on bikes, building sandcastles, filling and emptying jugs during water play and delighting in sensory play with shaving foam.

The setting has high quality furniture and resources to support children's independence. For example, small jugs for pouring their own drinks, child sized tables, chairs and low-level toy storage. There are a suitable number of children's toilets and nappy changing facilities available, which are clean and hygienic. Liquid soap and hand drying facilities are easily accessible to support children's independence when addressing their personal care.

Leadership and Management — Excellent

Leadership and management are strong. People who run the setting work very hard to provide a quality care provision to children and their families. There is a clear statement of purpose providing parents with accurate and detailed information. People who run the setting are dedicated and motivated to continually improve upon the service they offer. They manage the setting in line with the regulations and above the National Minimum Standards. Policies and procedures are of high quality and implemented by staff in practice.

People who run the setting monitor the quality of service and plan for improvements very effectively. They regularly seek feedback from parents, children, staff, and outside agencies. This information is used to write an annual quality of care report and a detailed action plan to address any areas of development. For example, to enhance the home corner to make it more inviting and provide staff training on New Curriculum Wales, both of which have been achieved. The report includes very positive feedback from parents which demonstrates a high level of satisfaction with the service provided. For example, ‘‘*I think it's a fantastic initiative to have access to. All staff are friendly approachable and knowledgeable and provide excellent support."*

People who run the setting maintain a very well organised environment and all documents are easily accessed and in very good order. Staff files evidence all relevant checks carried out to ensure staff are suitable to work with children. Staff receive highly effective supervisions and annual appraisals, which enable them to identify their strengths and areas for development, continually improving their practice. New staff are very well supported during their probation with a thorough induction process. People who run the setting highly value their staff team and implement several beneficial strategies to ensure staff's health and wellbeing is supported. For example, staff complete wellbeing action plans, and are invited to join in with wellbeing walks, coffee sessions and woodland wellbeing sessions. Staff have very good opportunities to receive additional training as required, with staff having completed training in basic autism awareness and children with disabilities.

The setting has developed strong and positive relationships with parents. Parents receive frequent feedback on their child's progress. Staff share daily verbal feedback, photographs via a digital app and parents are invited into the setting for stay and play sessions. This keeps parents very well informed. Valuable partnerships are in place with local authority advisers and support agencies such as health visitors and speech and language therapists. Such strong partnerships help promote excellent outcomes for children. The setting also has well established links with the local primary schools to aid a smooth transition into full time education.

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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