Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Ladybirds@ Bro Famau

Ysgol Bro Famau
Llanferres Unit
Ty'n Llan
Llanferres
CH7 5SP

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/12/2022

Welsh Government © Crown copyright 2022.
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.

About Little Ladybirds@ Bro Famau

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Little Ladybirds@Bro Famau
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	No
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.

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

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

Summary

Children have some opportunities to make choices and decisions about their day. Most are generally happy and settled. They develop positive relationships with the staff and each other, and are beginning to co-operate and share resources. Children are engaged when following their own lead and have some opportunities to develop their independence.

Staff follow many appropriate policies and procedures which promote children's health and safety. They show warmth and kindness towards the children and encourage positive behaviour. Staff enjoy spending time with the children and plan some appropriate activities to develop their play and learning.

Staff provide children with a suitably maintained setting with many appropriate safety measures in place. They supervise children adequately and provide plenty of space for children to play comfortably. Staff provide a basic range of age-appropriate, clean resources and equipment, some within children's reach. Staff ensure children play outside daily and promote cultural awareness appropriately.

Leaders are experienced, hardworking and adjusting to their new role. They listen to advice and make changes, but they do not have appropriate self-evaluation processes in place. Staff are suitably experienced and qualified to care for the children who attend. Children's registration documents are held securely. There are positive partnerships with parents and the two schools nearby. However, leadership requires improvement as some regulations and National Minimum Standards are not followed.

Well-being Adequate

Children have some opportunities to make choices and decisions about their day. During free play they choose which toys they would like to play with and they have some control over which books are read to the group and which songs are sung. Children are confident and express themselves well. But sometimes their views are not listened to, particularly during adult led activities, when children express, they do not want to take part.

Most children are generally happy and settled. They have developed positive relationships with the staff and each other. They happily talk about their toys and their Christmas trees being up at home. They are comfortable around the staff. Children are familiar with routines such as knowing to wash their hands before lunch and put their coats on before going outside. This gives them a sense of security, as they know what is happening next.

Children interact appropriately and are friendly towards the people around them. They enjoy talking to their friends about what they are playing with and smile and engage with staff. With help, children are beginning to co-operate, take turns and manage their feelings. They are becoming self-aware and are learning to express what they need.

When children move around and lead their own play, they are interested and engaged. For example, they enjoy selecting toys from around the room and using their imagination to make up their own games. They enjoy playing with their friends outside and like listening to stories. There are times when some children are less motivated because they are directed to complete work that does not appeal to their individual interests.

Children have some opportunities to develop their independence skills enabling them to do some things for themselves successfully. For example, with help they can put on their coats, use the toilet and wash their hands.

Care and Development — Adequate

Staff implement many appropriate policies and procedures which promote children's health and safety. For example, staff offer nutritionally, well-balanced food and drinks, and provide children with regular outdoor play opportunities. Staff implement appropriate hygiene practices such as cleaning tables before/after use and washing hands before handling food. Staff realise safeguarding is an important part of the job and all understand their responsibilities to protect children. However, not all staff have received recent safeguarding training or know where to find the safeguarding policy. Accident/incident forms are completed appropriately, but parents are not always asked to sign the document. Children's attendance registers are completed accurately, but staff attendance is not recorded on the same document.

Staff understand and follow the setting's behaviour policy and manage interactions appropriately. They are good role models, show warmth and kindness towards the children and encourage positive behaviour. For example, they get down to the children's eye level and sensitively encourage sharing. They diffuse situations appropriately and give plenty of praise for children's efforts and achievements. This helps build children's self-esteem and confidence.

Staff have a caring, nurturing approach towards the children and enjoy spending time with them. They help them put their warm clothes on to go outside and offer reassuring words if children are upset. Staff provide children with some appropriate activities linked to a play-based curriculum. For example, they plan activities such as Christmas activities, Autumn crafts, outdoor play and messy play. They encourage children to use their imagination in the role play area, and when playing with the small world toys. During 'free play', staff encourage children to select toys from around the room and move freely. However, adult led activities are often too directed, and worksheets are overused, which limits children's experiences and creativity. Daily diaries are completed each day and capture information such as what the children have eaten, how they have felt and activities they have taken part in. These are sent home to parents which keeps them informed. Staff have some awareness of the additional learning needs code and are developing their understanding of which steps to take if they identify children who may require additional support. The Welsh language is promoted appropriately especially by the responsible individual, who regularly uses familiar words and phrases when engaging with the children.

Environment — Adequate

Leaders ensure the setting is suitably maintained with many appropriate safety measures in place. However, during the inspection we identified hazards regarding the security of the yard, and cleaning product storage. Before the report was written, we received photographic evidence to demonstrate these issues had been addressed, with a lock being attached to the yard gate and the cleaning product removed, which now meets the requirements. Visitors are asked to sign the visitor book upon arrival and departure, ensuring all adults in the building are accounted for. Staff told us regular fire drill practices are carried out and recorded, which ensures children and staff know how to evacuate the premises in the event of an emergency. We received the setting's fire drill logs before the report was written, and they meet the requirements.

Leaders ensure staff supervise children adequately and mostly understand the difference between acceptable and unacceptable risk for the age group of children they are working with. There is plenty of indoor space for the children to move around and play comfortably. Some wall displays contain examples of children's work such as the 'strawsome scarecrow' display and children's handprints. These make children feel proud. The rug and carpet areas ensure children are comfortable during floor play and story/song time. Wipe clean floors enable messy activities to be cleared up easily. Staff offer a basic range of age-appropriate resources such as a role play kitchen, cars, trainset, small world toys, books and writing tools. Some resources are within children's reach, enabling them to help themselves. However, some areas of the room look tired, and resources/areas are not organised well enough to inspire children's play or help children relax if they are tired. Leaders are committed to using the outside play space regularly, but this tends to be centred around the setting's routines, and outside toys/resources are limited.

Leaders ensure children can access toys of appropriate quality, including some which hold children's interests. Most resources are clean and broken toys are promptly removed. Furniture and equipment are of sufficient size and are mostly suitable for children's needs. Staff promote cultural awareness appropriately through resources and activities which help children develop their understanding of the wider society. There are some natural wooden toys, but loose parts and open-ended resources are underdeveloped.

Leadership and Management — Adequate

The leadership team is small and consists of the responsible individual and the newly appointed person in charge. Both, are adjusting to the recent staffing changes. Leaders are hardworking, visible and care for the children alongside the staff. However, some regulations and National Minimum Standards (NMS) are not followed. Following the inspection, the responsible individual acknowledged work needed to be done to ensure leaders understood which managerial tasks each of them were responsible for.

The atmosphere at the setting is warm and welcoming. Staff feel valued and enjoy their work. The statement of purpose was not up to date, but before the report was written we received an updated copy which meets the requirements. Leaders do not notify CIW of significant events such as staff changes and opening hours, which they are required to do. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders listen to advice and immediately addressed some of the issues raised at the inspection. However, they do not have appropriate systems in place to review the quality of care, which they are required to do annually. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Before the report was written, we received a sample of questionnaires demonstrating leaders had started to seek the suggestions from children and parents/carers, and the responsible individual confirmed this would help form the quality of care report.

Staff files had required documents missing. However, before the report was written, we received satisfactory information to show staff are suitable to care for the children, including all staff having a current Disclosure and Barring Service Certificate. Leaders ensure staff receive appropriate induction, and supervision is carried out informally. Appraisals are carried out annually, but sometimes performance management targets are not specific enough. Staff are encouraged to attend training to further develop their practice. However, leaders do not always plan ahead and renew mandatory paediatric first aid qualifications. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Before the report was published, the responsible individual informed us that the person in charge has now completed a first aid course. Children’s registration documents are held securely and contain all required information.

Leaders have positive partnerships with parents. Parents speak highly about the setting, the staff, and the care their children receive. Many staff members work within the school as well as at the setting, which facilitates a smooth transition from school to the setting. Leaders keep parents suitably informed about their child’s day through daily diaries as well as daily verbal feedback at collection time.

Recommendations to meet with the National Minimum Standards

R1 Provide children with a stimulating environment to maximise play and learning opportunities

R2 Ensure children's choices are fully respected and plan more opportunities for children to lead their own play and learning

R3 Ensure accident/incident records are consistently signed by parents/carers upon collecting their child

R4 Add staff working hours to the children's register

R5 Ensure new staff attend safeguarding training as soon as possible and ensure they know where to find the setting's safeguarding policy

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

24	The responsible individual had not ensured that at least one person caring for the children had a current and suitable first aid qualification.	New
16	The responsible individual had not established a suitable system for monitoring, reviewing and improving the quality of care given to children.	New
31	The responsible person had not informed us of significant events such as changes in opening hours and staff changes.	New

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.

Date Published 01/02/2023