



## Inspection Report

**Little Ladybirds@Bro Famau After School Club**

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



**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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About Little Ladybirds@Bro Famau After School Club

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Little Ladybirds@Bro Famau
Registered places	40
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.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

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

## **Summary**

Children make choices and decisions and are happy and settled. They have good relationships with staff and interact well. Older children are sensitive to the needs of the younger ones. Children are polite, engage well in their play and enjoy attending.

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 recreation. They encourage children to choose toys and resources which are of interest to them.

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 many age-appropriate, clean resources and equipment, some within children's reach. Staff ensure children play outside daily.

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 with the two schools nearby. However, leadership requires improvement as some regulations and National Minimum Standards are not followed.

Children participate well and make appropriate choices and decisions because they know staff respect their likes, dislikes, and preferences. For example, when children request more paper for drawing or more food to eat, this is responded to positively. Children who do not want to eat buttered crackers are given plain ones instead. Children know there are more toys and resources in the cupboards, which they are allowed to get out if they choose to.

Children are happy and settled. They have positive relationships with staff. They smile as they arrive at the setting, and they enjoy telling staff about their school day or their interests such as the World Cup. Children are familiar with the routines and the facilities available to them, which makes them feel secure.

Children interact well with others and are learning to regulate their own behaviour, co-operate and take turns. It is lovely to see older children interacting sensitively with the younger ones, helping them, if they need it. Children are polite and well mannered. They hold doors open for their friends, say 'please' and 'thank you', show respect towards staff and take care of equipment.

Children are engaged and concentrate well during their chosen activities including football or free drawing. One child was eager to show us what they were doing with the vehicles and car ramps. Children told us they like attending the after-school club, enjoy the activities on offer and like socialising with their friends.

Children have positive experiences which promote play and recreation. However, there are not always enough opportunities for children to develop their independence. For example, drinks are already poured, and plates are already filled with food before children arrive at the setting, which they could do themselves.

## 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 and 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 but do not contain children's arrival times or staff working that day. This is particularly important, because some children are brought to the setting by bus and arrive at a different time to those children who are already on site.

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, when needed, they sensitively step in and remind children how to be kind and play fairly which helps resolve disagreements. Staff 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 offer a reasonable range of activities and staff follow some of the Welsh play work principles. This encourages children to freely choose and personally direct their own play. Staff help children tidy up and help them put their warm clothes on to go outside. 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 enough indoor space for the children to move around and play comfortably. There are a range of resources available with some additional toys and resources suited towards the older children. Some areas of the room look tired, and sometimes resources/areas do not maximise play opportunities well enough or help children relax if they need to rest. Leaders are committed to using the outside play space regularly, but this tends to be centred around the setting's routines.

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. Some furniture and equipment are sufficient in size and suitable for children's needs. However, overall, the room and its furniture are aimed towards the younger children.

## 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 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. 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. Some 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 reasonably well informed and update them on how their child's day has been at collection time.



## **Recommendations to meet with the National Minimum Standards**

R1 Provide a stimulating environment which appeals to all age groups that attend, and ensure this maximises children's play and recreational opportunities

R2 Ensure accident/incident records are consistently signed by parents/carers upon collecting their child

R3 Ensure children's arrival times and staff working hours are added to the children's register

R4 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
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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 has not ensured that, at least one person caring for the children, has a current and suitable first aid qualification.	New
16	The responsible individual had not established a suitable system for monitoring, reviewing or improving the quality of care given to children.	New
31	The responsible individual had not informed us of significant events such as changes in opening hours and staff changes.	New

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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 22/01/2023**