

Inspection Report

Llyswen Ladybirds

Archdeacon Griffiths Primary School
Llyswen Ladybirds
Llyswen
Brecon
LD3 0YB



Date Inspection Completed

09/03/2022



About Llyswen Ladybirds

Type of care provided	Children's Day Care
	Full Day Care
Registered Provider	Powys County Council Child Care and Play Services
Registered places	18
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	Working Towards. The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

Summary

Children are very happy and settled at this setting. They are able to make choices about what they do and can follow their interests. Children are confident communicators and thoroughly enjoy their play.

Overall, people who run the nursery and staff keep children safe and healthy as they follow mostly appropriate policies and procedures. Staff support children very well and provide an interesting and varied range of activities that are appropriate for the ages of all the children who attend the nursery.

Overall, the nursery environment is safe, secure and clean. The playroom is open, bright and welcoming. There are ample resources of good quality that promote all areas of children's learning and development. There is attached outdoor play space and children benefit further from being able to use the extended grounds of the school.

The people who run the setting create a positive ethos and are committed to running a quality provision. However, some aspects of leadership and management do not fully meet regulations. We have issued priority action notices and identified areas for improvement in relation to these along with recommendations; there is a summary of these at the end of the report.

Well-being

Children are able to make choices and decisions about how they spend their time at the setting, including whether to play inside or outside. They are able to contribute their ideas to their play. For example, we saw a child playing in the outdoor area moving logs and planks to construct their own climbing and balancing activities and other children joining in with this. They benefit from staff who support this play by enabling them to take risks but who are available to talk through anything that the children may need to consider the safety of. Children are confident communicators and chat happily and comfortably with each other and with staff.

Children are very settled in the setting. They are happy and relaxed and have positive relationships with each other and with staff. They know the routines of the day and move easily from one part of the session to the next.

Children behave well. Most children are making friends. Almost all children cooperate well in small group activities of their choice, and some spend considerable extended periods engaged in the things they choose. We saw a small group of children independently choose and play a number of turn-taking board games together. Children knew they needed to wait for their turn on the interactive whiteboard.

Children very much enjoy their play. They are interested in what they are doing and persevere to complete tasks. For example, children worked through a series of screens to complete number games on the interactive whiteboard whilst another group completed a gluing and sticking activity to make pictures of creatures from the Gruffalo story they have been reading. Children benefit from adult led group activities such as story time as well as from lengthy periods of uninterrupted self-chosen play.

Children learn and develop very well in all areas from the activities and resources provided for them. They are developing self-help skills and becoming independent in managing their personal needs. For example, washing their hands, eating independently, putting on and taking off their own coats and hanging them up. Overall, children are very confident in the nursery.

Care and Development

The responsible individual has policies and procedures in place to support staff to keep children safe and healthy. However, some of these lack sufficient detail. For example, the safeguarding policy lacks detail around the procedures to follow if there are any concerns about children and the behaviour management policy does not contain a statement about the use of physical restraint. Staff we spoke to were confident about most aspects of child protection. People who run the setting collect information from parents about allergies and dietary requirements although we found one child had not been included on the allergies list. The person in day-to-day charge of the setting took immediate steps to rectify this. Staff follow suitable hygiene procedures and ensure children wash their hands before eating. Children bring fruit from home for snack and the setting provides them with milk. Most children eat a hot lunch provided by the school. There are systems in place to record accidents although the accident book was unavailable during the inspection visit. The person in charge told us they do not administer medication. Staff first aid training has recently expired and some first aid supplies are out of date. This is placing children's health and well-being at risk and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. The responsible individual told us they provide first aid training with staff from the school and it is booked for April 2022. They also told us that some appropriately trained first aiders are available in the school.

Staff interact very well with children and build positive relationships with them. They offer encouragement and praise to children and use positive techniques such as distraction or discussion to manage any minor issues. For example, when a child was swinging their leg and knocking into another child, a member of staff spoke quietly to the child explaining why they should take care. When play became a little boisterous outside a member of staff encouraged them to channel their energy into racing games that eventually almost all children joined in with. Staff are good role models for children.

Staff support children extremely well in their play and learning. They provide high levels of engagement as they join in with activities alongside children and join in conversations with them. This supports children to extend their skills and levels of concentration. Staff plan and provide a wide variety of interesting activities and resources for children. Overall, these are very open-ended and child led. The responsible individual told us they are beginning to look at the new curriculum for Wales and will consider any implications for their planning. We heard lots of Welsh spoken during the inspection with conversational Welsh used as well as incidental Welsh such as counting and singing. The person running the nursery on a day-to-day basis ensures they provide for children's individual needs. They have individual plans for children who may need extra support and ensure they provide one to one time if needed to implement these plans. They work with outside agencies such as speech and language therapists for advice and support. Staff track and record children's development and use children's interests to plan further activities.

Environment

Overall, the people running the setting ensure the environment is safe, secure, clean and well maintained. Visitors sign into the school and staff ensure they record visitors to the setting. Risk assessments are in place. However, the setting shares a cloakroom area, a kitchen and children's toilets with the nursery based in the next room in the school. All these areas can be accessed from both sides. The kitchen had cupboards at floor level but they did not have safety locks and one contained cleaning materials. The bin did not have a lid. Whilst we did not see any children from either setting attempt to move through these into the adjoining room, people running the setting have not considered the risks of the potential for this. We saw a child open the door that went from the playroom into the school although another child told them not to and a member of staff saw this and intervened. The potential risks from this have also not been considered. Staff and children take part in emergency evacuations jointly with the school; they do not record them separately.

The playroom is welcoming, bright and airy with good ventilation. Large windows and glass doors give good sightlines to the outdoor area. The people running the setting ensure there is an extensive range of interesting and appropriate resources, equipment and activities available. Displays of children's artwork enhance the environment. There is ample space for children to move around and play. The layout enables children to choose activities and resources independently although not all storage containers are labelled. The accessible cloakroom area and toilets give children good opportunities to develop independence in self-help skills and managing their personal needs. There is a small outdoor area accessible directly from the playroom, which has a range of resources that include natural and open-ended materials such as logs, planks, tyres and crates. Children are able to access this area freely for large parts of each session. Children also benefit from being able to use the larger playgrounds and fields of the wider school grounds. We saw children using a wide variety of wheeled toys to negotiate a roadway painted on the playground. They also had use of a large field where they could run and chase. The environment and resources are suitable for the children using the setting and provide rich learning opportunities.

The registered person provides good quality furniture and resources that are suitable for the developmental needs of the children.

Leadership and Management

The responsible individual has a clear vision for the setting and works closely with the person in charge on a day-to-day basis. Together they create a positive ethos. They are committed to on-going improvement of the setting. The people running the setting have a range of documents and records. However, many contain out of date information. Some do not fully reflect current practice and some do not fully meet regulations and the national minimum standards. For example, the Statement of Purpose, along with other documents, references the registered person not the responsible individual and states the setting operates all year round. The behaviour management and complaints policies do not contain all the information required by regulations. Additionally, some records were unavailable for inspection and registers of children's and staff attendance are not consistently completed. Staff do not always sign in and out and records do not show when staff take breaks or who covers them. This means we are unable to see which staff are looking after children at all times. The person in charge told us they would address this immediately. Whilst no further immediate action is required, this is an area for improvement and we expect the provider to take action.

The people running the service have a system in place for self-evaluation of the setting and carry out a quality of care review each year as is required by regulations. It includes the views of parent and informally the views of staff and children. The last review carried out did not identify any action points to take forward.

There is a very low turnover of staff in the setting. All staff have been there for a number of years and the setting uses staff from the school or after school club to cover for absences. However, staff files do not contain all the information required by regulation to evidence their suitability. This has potential to place children's health and well-being at risk and we have therefore issued a priority action notice. The provider must take immediate action to address this issue. The responsible individual carries out supervision and appraisal meetings for the person in charge. However, there are no recent supervision or appraisal records for other staff as these have not been continued during the Covid 19 pandemic.

The people running the setting put in place a contract for each child attending the nursery and gather all the information they need from parents to meet children's needs. They communicate verbally and via home communication books with parents. They also keep parents informed of things they are planning via letter. Staff make good relationships with the nursery, the school and other agencies, such as speech and language therapists, for advice and support to meet children's needs.

Recommendations to meet with the National Minimum Standards

R1 Update safeguarding knowledge of staff to ensure they are fully confident in all aspects of the setting procedures.

R2 Consider labelling all resource boxes to further extend children's ability to choose resources independently.

R3 Ensure that all policies, procedures, documents and paperwork including emergency evacuation records are dated, reviewed regularly and contain appropriate and up to date detail that fully reflects the current setting and meets regulations.

R4 Ensure staff supervision and appraisal meetings are re-started.

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	
24	There are no staff with valid paediatric first aid training and some first aid supplies are out of date. The provider must ensure that a suitable number of staff have up-to-date paediatric first aid training and out of date first aid supplies are replaced.	New	
28	The provider cannot evidence appropriate suitability checks for staff. They must obtain documentation as is required to demonstrate that staff are suitable.	New	

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
30	The registers for children and staff are not completed consistently and do not accurately show which staff are looking after which children. The provider must ensure that children are consistently signed in and out and that records identify which staff are looking after children.	New

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