



Childcare Inspection Report on

Llansantffraid Ladybirds Nursery

**Llansantffraid C in W (Aided) Primary School
Treflan
Llansanffraid
SY22 6AE**



Date of Publication

Friday, 15 June 2018

Welsh Government © Crown copyright 2018.

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.

Description of the service

Llansantffraid Ladybirds Nursery operates within the premises of Llansantffraid Church in Wales School. Powys County Council have nominated Meinir Wyn Morris as responsible individual and Kimberly Langley and Nia Williams as the persons in charge. The service operates from 9:00 a.m. to 11:30 a.m., Monday to Friday, during term time only. The service is registered to care for 16 children and provides care for children aged three to four years.

The service does not provide the Welsh Language 'Active Offer' and operates through English with basic Welsh being spoken and encouraged. The service offers Early Entitlement provision and is inspected by Estyn.

Summary of our findings

1. Overall assessment

Children are flourishing, enjoy attending and are happy to play and take part in the activities available to them. Staff provide effective care, managing interactions well and planning opportunities for children to learn and develop their independence. The indoor environment offers wide ranging vibrant and stimulating activities. The outdoor environment offers opportunities for children to explore and be highly active. Leadership is effective and their vision of the service is shared through the statement of purpose.

2. Improvements

All recommendations made at the last inspection were met. In addition, leaders have worked on increasing staff, parents and children's awareness and use of the Welsh language. The number of bilingual signs has been increased and Welsh resources purchased to include more books and technology.

3. Requirements and recommendations

We have made recommendations in relation to some record keeping, staff files and policies.

1. Well-being

Summary

Children are confident communicators. They are familiar with the daily routines and approach staff and express their needs with ease. They feel safe and content in a familiar environment. Children interact positively and are learning to be kind, take turns and share. They are highly participating in happy, stimulating play based learning activities. Children are flourishing and developing their independence well.

Our findings

1.1 To what extent do children have a voice?

Children are able to confidently communicate their needs and preferences and know they will be listened to.

Children were happy and settled. They approached staff and us with ease to tell and show us what they liked doing. They were able to freely explore areas of the service, choosing where and what to play with. One child chose to opt out for some adult led activities, preferring to free play which showed that children's individual needs and choices took precedence over daily routines where ever possible. During "show and tell time", children were actively engaged in the process by asking and answering questions. During snack time children were given a choice of raisins, cheese crackers and they were offered milk or water to drink.

Children are able to express themselves with confidence as they know that will be listened to.

1.2 To what extent do children feel safe, happy and valued?

Children are familiar with the daily routines and approach staff with ease.

Children were settled and happy to be at the service with children and staff who they had developed strong friendships and relationships with. They separated well from their parents and keenly chose an activity to be getting on with until all of their friends had arrived. We observed that one child was upset from feeling poorly; this was compounded by falling over during outdoor play. The child was given lots of reassurance and cuddles by a staff member until the child's parent arrived. Children knew the routines which was evident during such times as registration/ circle time when the children gathered on the carpet area, and later when the children got their coats on and lined up to get ready for outdoor play. Children had a sense of value and belonging as there was lots of their craft work on display.

Children are being provided with routines and responsive care which makes them feel safe, happy and valued.

1.3 How well do children interact?

Children interact positively and are learning to be kind, take turns and share.

Children were happy and confident to communicate with other children, staff and us. They were expressing their needs and sharing information of importance to them. One child who was chosen as "the train driver" for themed activity excitedly took his place at the front and interacted patiently and politely with the other children who were keenly lining up behind him. Children were learning to share and cooperate with each other as the train journey progressed on their adventure outdoors where they had more freedom to run about and do their own thing. They were all sensitive to the emotions of others and respected the rules of behaviour, lots of laughter was heard.

Children interact well by managing their behaviour and understanding the feelings of others.

1.4 To what extent do children enjoy their play and learning?

Children fully enjoy their time at the service. They actively participate in stimulating play based learning.

We saw that a wealth of play and learning opportunities were available in the play room which covered all of the areas of the Foundation phase. These were relevant and stimulating. Children freely explored their environment choosing the activities of interest to them; they had positive attitudes to new experiences such as the enhanced messy play activities that had been prepared for their 'train track themed crafts'. During circle time children were animated as they sang Welsh songs and answered the register in Welsh. Children were seen enjoying constructing a train from large blocks and they celebrated with a cheers and laughter when they toppled off as the imaginary journey developed. Other children enjoyed role play in the home corner. Children were eager to share what they were doing with others, they had a sense of belonging as they proudly showed us their vibrant displays of their own work around the playroom.

Most children maintained an interest in independent tasks with support given when needed, and as a result children had extended periods of uninterrupted play as well as a good balance of opportunities for other children and adults to play alongside them. As a result children not only learnt but they gained valuable self confidence.

Children are provided with enjoyable opportunities to develop their play and learning

1.5 How well do children develop, learn and become independent?

Children develop well, and learn good independence skills.

Children had a wide range of experiences including freely chosen, unstructured and self directed play that enabled them to gain a range of skills, to be independent, follow their own interests and promote their all round development. They were keen to try new experiences and many showed their confidence in using equipment to organise their own activities when they took dough to the play kitchen to use as pretend food.

We saw children independently putting on aprons to paint or play with water. After their chosen activity, they followed the routines for tidy up times. Children were accessing the

toilets independently and washing and drying their hands with limited support. During snack they laid the table, helped themselves to raisins, and cheese crackers and poured their own drinks. Staff encouraged children to participate in recycling items such as milk cartons and left over food, in this way, children were gaining first hand understanding of sustainability and the part they can play in this.

Children are able to develop a range of skills, including independence.

2. Care and Development

Summary

Staff understand their roles and responsibilities in keeping children safe and healthy. They manage children's interactions well. Staff are dedicated and motivated to care giving and towards developing a child's play and learning.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand their roles and responsibilities to keeping children safe and healthy.

Staff were suitably qualified with appropriate child care qualifications, their safeguarding training and paediatric first aid was current. Discussions evidenced they knew the procedure to follow should they have concerns about a child's wellbeing. Policies and procedures were in place to support staff in keeping children safe. Regular fire drills were conducted in conjunction with the school, which helped to ensure children and staff knew the procedure to follow in the event of the premises having to be urgently evacuated. We saw that accidents and incidents were recorded and shared and signed by parents.

Staff understood the importance of a healthy lifestyle. They promoted healthy practices and encouraged children to wash their hands after using the toilet and before they had snack and lunch. Children were given opportunities for fresh air and physical play daily outdoors if possible. Nutritious snacks were offered, children were seen having a choice of raisins, cheese crackers and milk or water to drink. Children also have free access to a water fountain throughout the session.

Staff keep children safe.

2.2 How well do practitioners manage interactions?

Staff manage interactions well.

Staff were consistent in their approach to managing interactions, having regard to individual children. Staff promoted good manners and they celebrated good behaviour well without negatively impacting on others. Staff were heard praising children with positive language throughout their activities and encouraging them to do well. Staff set realistic boundaries and used appropriate strategies to prevent unwanted behaviour such as distraction and praise. The routines helped children to know what was expected of them. For example, there was an ethos of open discussion about right and wrong resulting in children being self-disciplined about the need to co-operate and tidy up to get ready for the end of the session. We heard staff listened to and respected children's individual views, but applied clear boundaries when necessary.

Staff manage interactions exceptionally well and praise positive behaviours.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff understand child development and the needs of the children they care for.

Staff knew the children well and understood their developmental needs. They provided a nurturing and caring atmosphere to meet the individual needs of children they were caring for. Staff chatted happily with the children, helping the children to engage with activities. We read activity plans which showed staff understood the importance of play for the age range of children. For example, interesting experiences were planned across all areas of learning with clearly defined learning intentions. We saw adult focussed activities as well as plenty of opportunities for child initiated play. We saw a strong commitment to promoting physical play, children had a range of opportunities to use, for example the outdoor areas to play games and free play.

Staff provided a language rich environment with many opportunities to use and experience the Welsh language. For example, children answered the register, sang songs and were encouraged to say please and thank you in Welsh. It was evident that staff consistently promoted the Welsh language and ensured it was embedded into the children's daily routine.

We saw staff recorded appropriate observations on children's progress and development. We viewed children's records which confirmed observations were relevant and recorded regularly. This enabled staff to track children's progress and developmental milestones,, plan for next steps in learning and meet their individual needs.

Staff successfully promote children's all round development and ensure they consistently meet children's individual needs.

3. Environment

Summary

Leaders ensure they provide a safe environment that is well maintained. They provide suitable space for the children in a calm and welcoming atmosphere. Resources and equipment provided is of good quality. It is suitable for the ages of the children and stored effectively to promote children's independence.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure the environment is safe and secure.

The main entrance was secure. Leaders ensured all visitors were authorised and signed on arrival and departure at the school entrance. Our id was checked and we were requested to wear a school visitor badge, we were escorted to the nursery premises and introduced to the person in charge and the children. Registers of staff, children and visitors were kept. This ensured everyone at the service could be accounted for in an emergency.

The Risk assessments on areas used by the children were in place. We recommended that the date they are reviewed is recorded.

Leaders have effective systems in place to ensure the environment is safe.

3.2 How well do leaders ensure the suitability of the environment?

Leaders ensure the indoor and outdoor play areas are child – centred and offer a good range of opportunities for children to be active and inquisitive.

The environment was well maintained and decorated. It provided a warm, welcoming and calm atmosphere in which children could develop and learn. Children could access their personal belongings with ease providing personalised coat pegs for them. The children had suitable toilets to use shared with the reception class.

There is no direct free access to the outdoor spaces, however we saw children used the school yard for an activity and had regular use of the well resourced outdoor area where they could ride bikes, play ball games and role play in the new mud kitchen.

Leaders ensure the environment is a suitable space for children to play and learn.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide suitable resources and equipment which promote independence and learning.

Leaders provided children with good quality resources and equipment that followed the foundation phase philosophy. Areas of learning such as sand, water, paint and role play were available during the session. Tables and chairs were a suitable height for the children using them. Storage ensured children could access resources they needed independently and these were labelled and organised into themes. For example, children knew where to get the equipment they wanted to use to play in the sand as it was stored in a clearly labelled box. Resources were of good quality and promoted sensory play and learning experiences.

Leaders provide good quality resources and equipment suitable for the children attending.

4. Leadership and Management

Summary

The service is managed effectively with all policies and procedures up to date and implemented. Leaders make sure staff are suitably qualified and receive regular training which helps them provide good support and care to the children. Leaders are committed to evaluating the service and plan improvements which consider the views gained from parents, staff and children. Positive partnerships are developed with parents.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision for the service, which is shared with parents.

Leaders provide clear direction and promote effective teamwork. They have a sense of purpose and high expectations to promote improvement and good outcomes for children. For example, staff told us they enjoyed working at the service, leaders were approachable and listened to their ideas. This created a positive ethos whereby staff and leaders worked together and felt valued. We saw consistent child care practice and staff worked well as a team. There was a clear, statement of purpose. Most records were well organised, policies and procedures reflected the service provided. However, not all records were available on the day for examination such as a staff file for one of the persons in charge and the agency worker and some children's development records. The responsible individual confirmed they were in place within the school premises following feedback of the inspection findings.

Leaders are effective in their management of the service.

4.2 How effective is self evaluation and planning for improvement?

Leaders have an effective system to self-evaluate the service and plan for improvement.

Leaders knew the service well and promoted a positive culture of continuous self-evaluation which was embedded in daily practice. They had a system for regularly gaining the views of children, staff and parents.

Leaders understand the importance and benefits of self evaluation.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure staff are suitable to work at the service.

Leaders informed us there had been extraordinary circumstances resulting in staff changes over the last 4 months. On the day staff files were not available for the staff present. We discussed this with the responsible individual and advised them that this is a regulation and they need to ensure they are organised. We have received evidence from the responsible

individual that all relevant checks had been complete and staff were suitable to work with children. During the inspection we did examine staff files for the absent person in charge and assistant and found they met requirements, including evidence that regular supervision and appraisals were up to date.

Leaders manage staff well.

4.4 How effective are partnerships?

Leaders effectively share information with parents.

The service has well-established partnerships with parents. Parents receive a good range of information through notices, newsletters, social media and day- to- day contact with staff. Leaders and staff were approachable and communicated openly with parents at the beginning and end of the day. There are close links with the school which ensured consistency between school and the service as well as helping the smooth transition for the children.

We spoke to 3 parents as they arrived, all gave positive comments about the service, one parent said all 3 of his children had attended the service and this had given them confidence and made a good start for coming to school full time.

Leaders ensure that partnerships with parents, the school and others benefit the children and have positive outcomes for them and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- **Risk assessments and policies for the service are reviewed and dated and**
- **staff files and children's development records are available.**

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 Wednesday 18 April 2018 from 8.45 a.m. to 12:30 p.m. We:

- Inspected a sample of documents, policies and procedures including staff files, children's records, planning and risk assessments;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff throughout the service;
- spoke to the children, the responsible individual, the LEA Advisory teacher who works closely alongside the service, the person in charge and staff;
- spoke with three parents
- inspected the areas used by the children, and
- spoke to the responsible individual over the phone and gave feedback on 20th April 2018 as they were unavailable at the end of the inspection.

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 Sessional Day Care |
| Responsible Individual | Meinir Morris |
| Person in charge | Kimberly Langley Nia Williams |
| Registered maximum number of places | 16 |
| Age range of children | 3 to 4 years |
| Opening hours | 9:00 am -11.30am Monday to Friday term time only |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 10th February 2015. |
| Dates of this inspection visit(s) | 18th April 2018. |
| Is this a Flying Start service? | No |
| Is early years education for three and four year olds provided at the service? | Yes |
| Does this service provide the Welsh Language active offer? | This service that does not provide the Welsh Language 'Active Offer'. |
| Additional Information: | |