



# Childcare Inspection Report on

**Gellifor After School Club (Ladybirds)**

**Gellifor CP School  
Gellifor  
Ruthin  
LL15 1SG**



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## Description of the service

Gellifor After School Club, also known as 'Ladybirds out of school club' operates from a port-a-cabin situated on the grounds of Ysgol Gellifor, Gellifor County Primary School which is situated in the village of Gellifor close to Ruthin town. The service is registered to provide care to 24 children under the age of 12 and open from 15:15 – 17:30 hours Monday to Friday during term time. The registered person is Katie Lewis with Adrienne Griffin being the nominated person in charge of the day to day management of the service. The service is provided through English with Welsh being used incidentally. This service does not provide the Welsh Language 'Active Offer'.

## Summary of our findings

### 1. Overall assessment

Children's well-being is promoted in a relaxed and nurturing way. They are developing well and learning to effectively take responsibility for their own behaviour. Care is provided in a well maintained environment which sufficiently meets the children's needs. Leadership and management is developing, has clear aims for the service it is delivering and sets realistic expectations for future improvements.

### 2. Improvements

The following areas of non-compliance with the regulations identified at the last inspection have all been satisfactorily addressed:

- Regulation 16 – there are now procedures in place to assess the quality of care provided by the service and to compile this information in to a quality of care report.
- Regulation 15 – there is now an accurate and compliant Statement of Purpose for the service which is kept under review and updated accordingly.
- Regulation 28(2)(b)(i)(ii) – during this inspection information was available to us in relation to all staff employed by the club to evidence their suitability to work with children.

### 3. Requirements and recommendations

We found that the service did not meet the legal requirements of **Regulation 29(3)(a) and Regulation 28(2)(b)(i)(ii)** we found that these did not affect the care of the children; therefore we have brought these to the attention of the registered person and told them that they must address them.

We also made some recommendations in relation to leadership and management and the regular review of some key documentation.

# **1. Well-being**

## **Summary**

Children are confident to make appropriate choices, express themselves and communicate their needs. They are familiar and happy with the daily routine at the service and are developing relationships and forming friendships. Children show respect for property and take appropriate care of equipment and resources. They explore their environment freely and relax when participating in the activities and tasks they choose.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children consistently have a voice are able to make choices and know their ideas will be listened to.

Children moved between various play activities within the playroom. Initially playing with building blocks before moving on to hand held computer consoles and colouring in. We heard some children express an interest in watching a film. They were listened to and offered a selection of DVDs to choose from.

Children knew they were able to make choices and contribute their ideas.

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

Children have opportunities to develop relationships and form positive new friendships.

Children were happy, and made friends with ease. We found they played well together helping and supporting each other to complete tasks. Children had respectful interactions with staff and had clear bonds of affection with them, smiles and familiarity were apparent.

We spoke to two children who joined the service after participating in another school activity, they told us that staff knew they would be attending and knew they would have *'saved our snack for when we get here.'* The children felt valued and secure knowing that staff would meet their needs.

Children form positive friendships, express enjoyment and excitement and seek out others who they know will support them.

### **1.3 How well do children interact?**

Children behave well, take turns and understand the rules of the service.

We found all children's behaviour was positive and was constructive to making an enjoyable environment for all children attending. Children followed the rules of the service and were polite. They were heard to speak to staff in a respectful manner and

listened to instructions well. Children took good care of the equipment, expressing to us a sense of value and pride in relation to the resources they had available to them.

Children interact well and demonstrate a good understanding of the behaviour expected of them.

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

Children engage in play based activities, are curious to explore other interests and gain a sense of achievement from what they do.

Two children sat contentedly together playing a card based game, taking turns and chatting happily between themselves. Another child showcased his magic talents to us with a variety of exceptional card tricks, whilst others played together interactively via the hand held computer consoles. Children told us they enjoyed their time at the service; we saw they were relaxed and happy throughout the inspection. Parents told us their children enjoyed playing outdoors and participating in active play.

Children are interested in the fun and varied toys and activities available to them.

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

Children benefit from freely chosen, unstructured and self-directed play.

We found children were naturally motivated and personally directed their play. Some children had chosen to watch a netball tournament through the window, they chatted happily with their friends and to us whilst they watched. Children told us what toys were available to them and showed us where the resources were kept. They asked for handheld computer consoles to play with and their request was honoured; staff supporting children to connect with their friend's consoles. It was pleasing to see these resources had their batteries charged in preparation for the children's use and enjoyment. Children are learning to become independent and are able to accomplish things for themselves. We saw children taking their own cups to the sinks following snack, helping each other with games and resources, and accessing toys independently.

Children have age appropriate opportunities to develop their independence and learn through play.

## **2. Care and Development**

### **Summary**

Staff have a sound understanding of safeguarding principles and know how to keep children safe. They model good behaviour and their relationships with children promote mutual respect as children are encouraged to contribute to the decision making in relation to activities within the club. Staff know children well and understand how to meet the needs of the diverse age range of children attending the service.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff know the children they care for well and have a precise understanding of how to keep children safe and healthy.

We found staff knew the process they would follow should they have any concerns about children in their care. They had a good understanding of the need to promote healthy lifestyles and provided children with food which was nutritional and good for their health. Procedures were in place to ensure children knew what to do in the event of a fire and records showed the smoke alarm had been regularly tested. Staff ensured the children's routine was inclusive of hygiene practices, for example, washing their hands before they ate snack. Risk assessments had been written by staff and were relevant to the service however, we found that these had not been reviewed since September 2016; we have made a recommendation that these are kept under regular review.

Staff are experienced, keep children safe and effectively promote children's health.

#### **2.2 How well do practitioners manage interactions?**

Staff have a consistent, fair and appropriate approach to behaviour management.

We found staff to be consistent in their expectations of children's behaviour and that children respectfully acknowledged these and behaved accordingly. Staff supported children in a way which acknowledged their age and stage of development and enabled them time to talk and play alongside staff should they wish to. Older children were seen to play co-operatively with younger children in a supportive manner; this was reflective of the behaviours modelled by staff who were observed sitting and playing alongside others.

Staff are positive role models for children.

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

Staff provide children with responsive care offering them a good variety of busy activities and quieter more focussed tasks.

We found activity planning was flexible and took account of the children's age, preferences and current interests. Staff promoted children's confidence, making eye contact with children when the child was speaking, taking time to listen and celebrating the child's achievements with them. There was recognition within the service Children were confident to express their opinions and views to staff. We heard one child saying '*I don't like pear*', this was acknowledged by staff and reassurance was given to the child with the words '*ok don't have pear.*' before an alternative snack was offered.

Staff effectively deliver play, learning and development opportunities which meet the individual needs of children and which are realistic to the service type being provided.

### **3. Environment**

#### **Summary**

Leaders provide children with an environment which can be used flexibly to meet the children's changing interests. It is well decorated with space for children to participate in a range of play activities. Resources are in good condition and sufficient in quantity to enable children to follow their interests with ease. Overall the environment is safe however; Leaders must ensure that it is safe from unauthorised access.

#### **Our findings**

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

Overall leaders ensure children are cared for in an environment which is safe, clean and meets their needs.

On arrival, we found the door to be unlocked enabling unauthorised access in to the service. We brought this to the registered person's and person in charge's attention and immediate action was taken to address this issue. Whilst the children did not play outdoors on the day of the inspection, children usually had access to a grassed playing field and the school yard when not being used by the school. Daily risk assessments are in place and carried out by the registered person at the beginning of each day.

Leaders ensure the environment and resources are well maintained in order to keep children safe.

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

Leaders provide a fresh, spacious and appropriate environment for children.

All areas of the environment were clean, freshly decorated and bright. The hard flooring provided a suitable surface which was easy to clean following the children's snack. The flooring was enhanced by the use of a bright coloured rug which the children chose to sit on whilst they played. Toys, resources and furniture available to the children were age appropriate and facilitated successful, content play. Staff had effective procedures in place to ensure the environment remained clean and fresh.

Leaders give consideration to the available space and how this can be used to meet the needs of the children.

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

Leaders provide children with toys and resources which are well maintained and safe for use.



We found the service had achieved a level 5 food hygiene rating and that electrical equipment was regularly PAT tested. We saw children eating at low level tables which had stools attached these folded up with ease making them easily stored within the shared building. They were a suitable height for the children and were well maintained.

Leaders ensure there are sufficient resources, furniture and equipment to meet children's needs.

## **4. Leadership and Management**

### **Summary**

Leaders have a clear vision for the service; they have procedures in place for seeking the views of children and parents and plan for improvements as a result. Leaders ensure staff have clearly defined roles and responsibilities however, leaders must ensure disclosure and barring service checks are renewed in a timely manner.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders have a clear vision for their service and overall operate it in accordance with the regulations.

Leaders have a clear statement of purpose which clearly outlines the service delivered. This document is kept under regular review. The service is offered to children attending the neighbouring primary school and is regularly used by a third of the children attending the school. We inspected daily registers which evidenced continuous compliance with staffing ratios and accurate record keeping in relation to the children's attendance. All mandatory and recommended training had been completed by all staff which is positive practice. All staff held a child care qualification and had additional experience working and caring for children.

Overall, leadership is effective as it values qualified staff and ensures they remain well trained.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders have procedures in place for reviewing and assessing the quality of the service they provide.

Leaders have a clear vision for the service and actively look for ways to resource new equipment; the service received a significant grant last year from the Local Authority to support them with this. The service has procedures in place in order to seek the views of the children and parents using the service and use this information when planning for future improvements.

Leaders have clear of their aims and look for ways to achieve this.

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

Overall Leaders ensure staff are managed effectively.

Leaders ensured there was a small team of staff caring for the children which provided continuity of care for the children. We found leaders had compiled full regulatory information about staff to evidence their suitability to work with children however, one staff member did not have a current Disclosure and Barring Service certificate which

was less than the prescribed three years old and therefore required updating. We also found staff had not had the opportunity for an annual appraisal since 2016. We have identified both of these areas to the registered person to enable them to take the required action to address this. Staff communicate together daily therefore, on this occasion, we did not feel that the lack of appraisal impacted on the care and wellbeing of the children.

Leaders ensure staff are employed in suitable numbers and are deployed effectively to meet the needs of the children attending.

#### **4.4 How effective are partnerships?**

Leaders engage fully in partnerships for the benefit of all using the service.

Leaders ensured the service was very much part of the rural community in which it is based. The service operates from the community room and it is expected leaders ensure they have a representative from the service to attend the community hall's meetings as part of their agreement for continued use; a presence at the meetings is honoured. We spoke to a parent collecting their child who told us they found the staff to be '*happy and friendly*' and liked the fact the children have lots of opportunity for outdoor play especially during the summer months. Questionnaires returned to us CIW from children and staff at the service were all positive. Comments from the children included positivity about the healthy food choices they enjoyed for example 'apples, peppers', that they felt they had friends at the service and that they knew and were happy to approach staff for help and support should they feel unhappy or unsafe.

Leaders offer a service which effectively meets the needs of the children, parents and local community.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

**Regulation 29(3)(a) and Regulation 28(2)(b)(i)(ii)** require further consideration by the Registered Person in order to meet the requirements of these regulations because;

#### **Regulation 29(3)(a)**

Whilst we were able to evidence that aspects of these regulations had been addressed, these had not been sustained. For example, staff appraisals had taken place since the last inspection in 2015 but we could not evidence that these had happened since 2016. As this had not had a detrimental effect on the delivery of care to the children we have drawn this to the registered person's attention and recommend that in order to become compliant with this regulation, annual staff appraisals are established and maintained.

#### **Regulation 28(2)(b)(i)(ii)**

Whilst we were able to evidence that staff had been recruited thoroughly and safely, we were unable to evidence the person in charge had an up to date Disclosure and Barring Service (DBS) check in place. This was brought to the registered person's attention at the time of the inspection and the process of renewing the DBS for the person in charge was initiated therefore, we have not issued a notice of non-compliance on this occasion.

### **5.2 Recommendations for improvement**

We recommend that;

- leaders and staff should secure the environment from unauthorised access at all times;
- systems are put in place to ensure the timely renewal of key documentation for example, disclosure and barring service checks and risk assessments.

## **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 19<sup>th</sup> March 2018 between the hours of 15:30 and 17:40.

We:

- inspected a sample of documentation and policies;
- observed practice and completed SOFI2 observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children attending, one parent and two staff present;
- reviewed the 2 staff and 5 children's questionnaires returned to us and,
- considered the safety and suitability of the environment for the children.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Katie Lewis
Person in charge	Adrienne Griffin
Registered maximum number of places	24
Age range of children	3 – 11 years
Opening hours	15:15 – 17:30 Monday to Friday during term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 March 2015
Dates of this inspection visit	19 March 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service which does not provide the Welsh language 'Active Offer'.
Additional Information:	

