



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Kidcare 4 U

**Pillgwenlly Millennium Centre
Courtybella Terrace
Newport
NP20 2GH**



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Description of the service

Kidcare 4 U Limited was registered with Care and Social Services Inspectorate Wales (CSSIW) in February 2017 to provide out of school care for 45 children aged between five and twelve years at Kidcare 4U. A Responsible Individual (RI) has been nominated on behalf of the company, and a suitably qualified Person in Charge (PIC) has been appointed to run the service on a day to day basis. The service operates between 09:00 and 17:15 on Saturday and Sunday from rooms within Pill Community Centre. This is an English language service.

Summary of our findings

1. Overall assessment

Children attending the service are well settled and are comfortable in their surroundings and with those who care for them. They form friendships, enjoy their play and develop in their learning, as a range of activities and opportunities are available to them. Staff are confident and they understand their roles and responsibilities within the service. The environment is well resourced and caters for the age ranges attending. Leadership and management of the service is good, with robust staff recruitment procedures and a range of policies and procedures in place.

2. Improvements

This was the first inspection following registration.

3. Requirements and recommendations

No areas of non compliance were identified at this inspection. We made some good practice recommendations which are included in the body of the report and summarised at the end.

1. Well-being

Summary

Overall, we (CSSIW) found that children have fun and enjoy the activities available to them. Children feel secure and comfortable in the service and they are confident to speak up. Children receive consistent and supportive care, and their voice is strong in the club.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak up, express themselves, make choices and decisions. Throughout the visit we saw children approaching staff confidently to chat or to ask for assistance. For example, we heard children asking staff for more to eat or additional resources. Throughout the inspection children made choices routinely such as, choosing where to sit, snack items they wanted, who to play with and activities they were interested in.

Children's rights to express themselves freely and to make choices are respected at the service.

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

Children are familiar with the routines of the service and an experienced staff group helps children feel safe and secure. Children are developing friendships at the club as they all attend different schools within the area. Children were happy and settled and freely moved from one area to another. Some children prefer to relax and sit quietly watching a football game, talking to friends or enjoying free time. The children are familiar with the routine at the service, which gives them a sense of security and belonging. Children's artwork is displayed which makes them feel a part of the service. We saw that children are valued as individuals with their own characters and personalities and their feelings are respected. Children we spoke to told us who their friends are at the club, and told us attending the service is 'fun'.

Children feel safe and happy at this service, and are valued as individuals.

1.3 How well do children interact?

Children interact and co-operate well with their peers and are beginning to understand that their actions can impact on other people's emotions. We saw children undertaking a variety of tasks, activities and play situations where they were required to negotiate around each others wishes. Staff intervened gently if necessary. We heard children receiving praise for positive behaviour, such as waiting their turn or sharing. The activities, games and routines promote turn taking, sharing and problem solving. We saw the different age groups attending interacting well together.

Children are developing appropriate social skills through the experiences provided.

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

Children can follow their own interests and focus on activities they choose. Throughout the session there was a good balance of child initiated, uninterrupted play as well as frequent opportunities for adults to lead activities. We saw some children enjoying activities such as role play, junk modelling and painting, whilst others were keen to be more active outside. We saw some children spend a good amount of time completing activities they were enjoying.

Children have good opportunities to develop skills through participating in a variety of activities.

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

Children are supported to play and explore at their own pace and can experience adult-led or self-directed play. This enables them to gain skills, be independent and promotes their all-round development. Staff were at hand to provide assistance if needed or to extend the children's play. Some children help adults to undertake some tasks such as carrying equipment and tidying up which develops their skills. At snack time children had a choice of snack to choose from. However, we felt there were some missed opportunities for promoting independence, and recommended that children be given a chance to serve themselves and pour their own drinks.

Children are developing their independence through a range of opportunities available to them, however there were some missed opportunities for independence.

2. Care and Development

Summary

There are effective systems and procedures in place to ensure that staff have the knowledge and skills to meet the needs of children in their care. They are aware of their roles and responsibilities in providing appropriate care and it is evident that they strive to ensure children enjoy their time at the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There are a range of appropriate health and safety procedures in place that staff use to ensure the well-being of children. There is a safeguarding policy which contains the Prevent duty (this is a statutory duty placed upon all child care providers to consider ways in which they can prevent children from being drawn into extremism) and most staff have undertaken child protection training. All staff wear a uniform, and children are required to wear armbands when playing outside in the public park to ensure they are identifiable.

The staff are aware of children's allergen and dietary requirements and they keep records on the wall for ease of reference. There are jugs of drinking water available throughout the session to keep children hydrated. Staff who prepare snacks have undertaken Food hygiene training, and dietary requirements are considered. Physical play is offered in every session. Activities included indoor and outdoor play, which encouraged children to be active.

Staff keep children safe and healthy as a result of the systems they have in place

2.2 How well do practitioners manage interactions?

There is a behaviour management policy in place and staff manage interactions in a positive and consistent manner. We observed positive engagement between staff and children with staff actively joining in activities such as football, junk modelling and table tennis. We observed that staff acted as positive role models and were respectful, courteous and kind to each other and to children. We heard staff promoting positive behaviour by giving children praise, encouragement and positive feedback. For example, we heard staff praising children for waiting their turn and helping to tidy up after activities.

Staff use positive behaviour management techniques and they are consistent in their responses to children. This helps children to understand what behaviour is or is not acceptable.

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

Children receive positive experiences because there is a good staff team in place. Staff support children well, giving them freedom to decide what they want to play with or which activities they want to take part in. Activity planning is mainly informal and

done by all the staff. The RI told us that activities are evaluated to help decide whether an activity will be done again or changed. We saw that the majority of resources were stored accessibly for children to choose from. The service employs tutors to attend the service to provide learning sessions for children during their time at the service. We heard children speak to staff about their interests and school life and staff were clearly aware of children's preferences and hobbies. We noted that children were able to take appropriate risks on the park apparatus and staff supervised well.

Staff ensure that a range of opportunities are available to children which promote their learning and developmental needs.

3. Environment

Summary

The quality of the environment is good. The service operates a pack away service from rooms within a community centre, and has access to areas within the building including toilet facilities, kitchen, and canteen area. Children use a public park adjacent to the premises for outdoor play. Children's art work and displays provide children with a welcoming atmosphere and sense of belonging.

Our findings

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

Measures are in place to monitor the safety of the environment. A visual inspection of the premises showed that it was clean, well maintained and free from any obvious risks. We saw that the service provides snacks for the children and they have achieved a Food Standards Agency score of Five.

Practice emergency fire drills are undertaken in line with the National Minimum Standards (NMS). Alongside these there are number of additional fire safety checks undertaken and these are recorded on a weekly log sheet. We recommended that the service undertake reverse evacuation drills so that children are aware of the procedure in the event of unwanted visitors to the service. The main door of the premises is kept locked, and operates a buzzer entry system. All visitors to the service are expected to present identification and sign in/out of the premises. They are accompanied by a member of staff during the visit. Daily safety checklists are completed by staff, and an additional safety check is done monthly.

Staff are vigilant and follow agreed policies and procedures to monitor the safety of the environment.

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

There is good space both indoors and outdoors for children to play. We saw that children enjoyed using both areas equally; we saw children on the climbing frame and playing football outside, while others enjoyed crafts and table tennis inside. We noted that resources and toys made available encouraged children to use the full space available. The main room used by the service is separated into different areas for different activities, and there is a smaller room which is mainly used for informal lessons. Children are provided with snacks in the canteen area of the community centre where there are enough tables and chairs for them to sit together, and toilets are located adjacent to the rooms used by the service.

Staff provide suitable resources and make effective use of the space to meet the needs of children.

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

Leaders ensure that the toys and equipment available to children are of a suitable quality. Resources are good and a range of toys are provided for children across the age range. We also noted that there was a selection of outdoor equipment including footballs, bats and balls, and sports equipment for team games. Areas were available for quiet time as well as being active or creative.

There is a good selection of resources and equipment for children to play with which are of a suitable standard.

4. Leadership and Management

Summary

The service is managed to a good standard. The RI is motivated, competent and open to new developments to enhance the service and promote positive outcomes for children and parents. Parents can be confident that the provider sets high standards for the service.

Our findings

4.1 How effective is leadership?

Leadership of the service is effective. There are a range of policies and procedures in place, and a clear Statement of purpose which enables parents to make an informed choice as to whether the service is suitable for their child. We saw that parental contracts are completed prior to children's attendance which includes relevant information about the child and key contact details. Children and staff's times of attendance is recorded. There is up to date public liability insurance, and gas and electrical safety certificates are in place. We examined accident and incident records and found these to be well completed, however we recommended that children's pre existing injuries are also recorded and signed by parents.

The service is run in an effective manner with clear policies and procedures in place.

4.2 How effective is self evaluation and planning for improvement?

There are systems in place to monitor the quality of the service. We examined children's feedback questionnaires which were all very positive about the service. The provider is aware of their responsibility to complete an annual service self assessment statement and quality of care review. There is a complaints policy in place but we were told that no complaints had been received. There is a suggestion box for parents and children.

The provider is committed to improving and developing the service.

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

Leaders ensure that staff are deployed effectively and that children are supervised appropriately at all times. All staff have a current Disclosure and Barring Service (DBS) check. Roles are well defined and staff are clear about their responsibilities. We observed that the team worked very well together, cooperating and assisting each other to ensure that the session ran smoothly and that children's needs were prioritised. We reviewed four staff files and found these to be well completed. Staff receive regular supervision and annual appraisals to help identify areas for development and discuss practice. We saw evidence of regular staff meetings to discuss ideas and planning. We saw evidence of additional training staff had undertaken including health and safety and food hygiene. Some members of staff have completed the Playwork qualification in line with the Skills Active framework and standard 13.6 - 13.7 of the NMS. This is a requirement following the changes to regulated services in 2016.

Leaders manage staff and resources effectively to ensure positive outcomes for children.

4.4 How effective are partnerships?

The service is developing effective partnerships with parents. The provider is a member of an umbrella organisation, which the RI told us has provided support and guidance in establishing the service. The provision has a website and facebook page to keep parents informed on activities and events. Keyworkers exchange information with parents when collecting their child. All the parent feedback questionnaires we received stated they are very happy with the service, and stated they receive regular updates on their child.

Leaders ensure they maintain worthwhile partnerships to maximise the benefits of the service to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

- Provide children with opportunities for independence at meal times;
- record pre existing injuries, and ask parent to sign them, and
- undertake reverse evacuation drills.

6. How we undertook this inspection

This was a full inspection as part of our normal schedule of inspections;

- One inspector undertook two visits to the service, the first of which was unannounced;
- we undertook a visual check of the premises;
- we considered information available to CSSIW;
- we took account of information provided in feedback questionnaires from 11 parents and seven staff;
- we spoke to several children, and
- we looked at a wide range of documentation. We focused on the safeguarding policy, behaviour management policy, staff files and children's contracts.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Rusna Begum
Person in charge	Anwara Begum
Registered maximum number of places	45
Age range of children	5 to 12 years
Opening hours	09:00am to 17:15 Saturdays and Sundays
Operating Language of the service	English
Date of previous CSSIW inspection	First inspection post registration
Dates of this inspection visit(s)	28/10/2017 and 17/11/2017
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?	<p>This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. <i>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i></p> <p>We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</p>
Additional Information:	