



# Childcare Inspection Report on

**Little Keypers**

**Scout Base  
Pontcanna Fields  
Canton  
Cardiff  
CF11 9LB**



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## **Description of the service**

Nicola Mace and Alison Morgan were registered with Care Inspectorate Wales (CIW) in 2005 to provide out of school care for up to 52 children from four to twelve years of age. Little Keybers operates in a Scout Hall in a suburb of Cardiff and children are collected from three local primary schools during term times. Holiday care is provided for five full days a week during school holidays, supporting working parents. The Registered Persons (RPs) are also the Persons in Charge on a day to day basis. This is an English language service although a little Welsh is included in some activities throughout the sessions.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and well cared for and take part in stimulating activities both indoors and outside. Children relate well with each other and the staff caring for them. The staff team is enthusiastic, experienced and appropriately qualified. They use their skills, knowledge and experience to plan for and effectively meet the children's individual needs. Children benefit from an excellent range of play and learning opportunities in a well-resourced out of school service.

### **2. Improvements**

Recommendations made at the last inspection had been addressed. These were about revision to some paperwork and records. We were told that there had been no significant changes to the premises or service, other than replacing and renewing resources as needed and in response to ongoing discussion with children. Children told us that focused activities had improved since staff had introduced activity feedback questionnaires.

### **3. Requirements and recommendations**

We notified the RPs that the service is non-compliant with Regulation 30, Schedule 3 – Records to be maintained. This is because the required details were incomplete in a sample of service contracts seen. This is similar to the requirement at the last inspection which had since been met. There were mitigating circumstances in respect of the specific contract found on this occasion and we did not issue a notice of non-compliance at this time. The RPs reassured us that they would address the issue immediately. In other respects the RPs are meeting their legal responsibility in providing a safe child care service. We made some recommendations to develop the service and improve outcomes for children. These included revision to paperwork; to familiarise themselves with the General Data Protection Regulations in relation to their service; to familiarise themselves with their responsibilities in terms of the Prevent Duty 2015; to develop a complaints procedure for children to use and to consider ways to increase the amount of Welsh used within the service.

# 1. Well-being

## Summary

Children's views are valued and have excellent opportunities to make choices and decisions within their activities and influence their play. Children are made to feel welcome and have formed good relationships with each other and the staff. They are able to use and develop their self-help skills within play and tasks that build their confidence and self-esteem. Children enjoy an excellent range of activities both indoors and outside.

## Our findings

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

Children have excellent opportunities to make choices and express their views. We observed them choosing toys and activities for themselves, both indoors and outside. These included large group activities like football and smaller group and individual play such as caring for play pets, snooker, Lego and crafts. Children contribute their views about their care in a number of ways. We spoke to children who told us about the feedback questionnaires they are invited to complete after the focused activities. They said that things have changed since they have been introduced, saying *"When we didn't do it, it felt more 'done to' but now it's much more 'I wonder what we'll do today'"*. We looked at the feedback written by children about specific activities. A child described the 'hot potato' game as *"Fun, but annoying when you lose"* and den building as *"Extremely AMAZING"*. A child told us they had particularly enjoyed the Halloween games in the after school club, and they liked playing under the gazebo outside during this summer scheme. Other children told us they loved the Zombie games they made up with Lego, and cooking. They told us about their children's meetings in the after school club and we saw templates used to record discussions. After lunch time and some free play, children were invited to sit in the main hall for an assembly *"To check we're all here"* and they were asked what they wanted to play with during the afternoon, so that staff could ensure all resources were available. We noted that children had left messages in the suggestions box in the entrance, saying *"When it's Easter we should go to a farm"* and *"We should play polo more"*.

Children are listened to by staff and are able to make lots of choices within their activities.

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

Children are settled and confident in their surroundings, with staff who know them well. We observed that children were happy to ask a member of staff if they needed some support in their games. They enjoyed appropriate and non-intrusive adult attention, receiving lots of praise and encouragement. There was a small blackboard with a handwritten welcome message to named children newly attending the scheme. Older children have their own 'chill out' space which is for over eight year olds only and younger children make good use

of a side room where they enjoy lots of role play. They were clear about being able to talk to staff if they had a concern.

Children feel secure and comfortable in their care with staff who create an interesting and relaxed environment.

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

Children interact very well in this service. We observed children comfortably playing together in pairs, small and larger groups. They played together in mixed age ranges and peer groups. We observed three children of different ages absorbed in a hair dressing session. We observed older children supporting their younger friends to develop their skills in an inclusive manner during football games and a tag tail game. Children told us that they already knew some children from their school but had made friends with others from different schools – their ‘play scheme friends’. Children chatted together as they made bracelets for themselves and each other or developed role play games with Lego.

Children’s emotional security and well-being are enhanced by the positive relationships encouraged by staff.

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

Children are able to enjoy an excellent variety of activities which stimulate their interests and suit their age and stage of development. We observed children sitting with their friends happily chatting and comparing the bracelets they were making at an outside table. Older children were seen taking part in a game of pool in their chill out space, while in the smaller room a group of younger children made up and acted out stories with the pets, pet carriers, collars and leads and feeding bowls. We observed children discussing which decorations to put on the sunshine biscuits they had baked earlier in the day. Children clearly had fun while playing boisterous and enthusiastic games of tag tail and football outside, with shouts and laughter while they supported and cheered their friends.

Children are engaged, busy and enjoy their time at the scheme with positive support from adults.

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

The ethos of the service supports children to enjoy experiences where they can relax after school and during holiday times. Play and activities are predominantly child-led within a flexible structure set by staff. We observed some children taking the lead in checking that their friends all had the opportunity to take part in the focused craft activities and the ‘rolling’ snack time. They used clip boards and checklists, making sure all children were included in the process. Children helped to clear away activities, sometimes taking the lead with it, and

letting an adult know what they had achieved. We noted an implicit expectation that children would do things for themselves for much of the time enabling them to feel a sense of 'ownership' of their play scheme. A member of staff told us that three children had been 'in charge' of the cooking activity that morning, demonstrating the process for others to follow. We saw children helping themselves to, and replacing, sun hats kept in a large tub by the door to the garden. There was another tub containing named sun lotions placed for children to use as they needed.

Children learn skills and develop confidence and independence in a service where staff encourage and support children to do things for themselves.

## **2. Care and Development**

### **Summary**

Staff know the children in their care well and provide responsive care that meets their individual needs. They create a stimulating yet calm atmosphere where children are able to take part in play of their choice. The staff understand safeguarding issues, are able to identify children at risk and have the confidence to follow appropriate procedures. However, they now need to familiarise themselves with the Prevent Duty 2015. They have realistic expectations of children and treat them with warmth and respect. They carry out good hygiene routines and promote healthy eating.

### **Our findings**

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

The RPs and staff are clear about their roles and responsibilities in keeping children safe and they promote a safe and healthy environment. There is a good range of policies and procedures to support and manage a safe child care service, although some need revision. We recommended staff attend training to familiarise themselves with the Prevent Duty 2015 and the safeguarding policy and procedure should be revised to reflect their responsibility to prevent children who attend child care settings from being drawn into extremism. We spoke with members of staff who were clear about what action to take in the event of a safeguarding situation. We found that risk assessments, including fire safety are in place to maintain a safe service, and drills are logged. Parents provide packed lunches (with ice packs included) for their children. The service has achieved the Gold Standard Healthy Snack Award and we observed children enjoying a sociable snack time with rice cakes, buttered scones, grapes and apple pieces and water while chatting among themselves. One child told their friends about a recent visit to McDonalds, and another child talked about their mum making a Thai curry 'from scratch' at home. There is a water dispenser in the play space and children help themselves as needed throughout the day and have their own drinks bottles available. The menus are displayed for parents to see and dietary requirements are taken into account. Children have no access to the internet on the premises and any mobile phones brought to the scheme are kept safely away from children until they leave at the end of their session. There is an effective recording system in place for accidents and pre-existing injuries. We observed staff modelling good social interaction and carrying out good health and hygiene routines. We saw policies and procedures in place for staff to manage transporting children by car and walking trips safely.

The RPs maintain good systems to promote children's health and welfare.

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

Children are helped to learn what is, and is not, acceptable because staff apply a consistent approach that takes into account the age, stage of development and needs of each child. We observed staff giving praise freely and frequently, as well as modelling positive social

behaviour as a team. Children's opinions are asked for and respected throughout the session. We observed that staff checked with children, such as asking "*Are you happy with that?*" when there had been discussion about the afternoon activities at assembly time. This helps children understand they have no need to challenge 'authority'. During the boisterous game of 'tag tail' children were firmly reminded that "*We have kind words here*" and the spontaneous group chanting stopped instantly.

Staff set and hold realistic expectations of children's behaviour and celebrate their achievements.

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

The service provides care which is child centred, often child-led and meets their individual needs in a cheerful and caring atmosphere. We found an excellent range of activities, toys and resources that are suitable for the children who attend. This is an English speaking service and while there is some display of the Welsh language on posters and storage of resources, we heard none spoken. Some children attend from a local Welsh medium school and we recommended that the RPs consider ways to increase the amount of Welsh used within the service. We saw a display of photos in the entrance showing children and parents what the focused activity will be each day of the week. These included making a rock frog, a summer jar, felt monster pencil toppers, frog cupcakes shell fossils. An album is kept displaying activities completed. Themed days are planned and held throughout the holiday period, such as a beach day and a pirate day. We saw photos showing the children taking part, with all the resources used to support the activities. We were told that the milk shake bar had been particularly popular. Children can take part in outings away from the play base to local areas they can all walk to. These include the adjacent park and nature walks along the Taff Trail including the nearby weir. Children's skills are challenged appropriately and we were told that the scooter park set up in the car park and a den making session in the nearby park had been very popular. Children commented on their written feedback of activities that the obstacle course was "*Absolutely fun but tiring*"; bottle bowling was "*Very very fun, but hard*" and the penalty shoot-out was "*Tough but fun*".

Children's play and learning are promoted by staff who use their skills and knowledge to meet their individual needs.



### **3. Environment**

#### **Summary**

The Registered Persons (RPs) ensure that children receive care in a safe, secure, stimulating and child friendly setting. Children are given an excellent range of resources and experiences that enhance their learning and development both indoors and outside. It is an environment in which children can play, relax and learn and take on appropriate challenges safely because practitioners minimise risks to children.

#### **Our findings**

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

The RPs and staff take a measured and recorded approach to ensuring the environment is safe. Safety checks are carried out on a daily basis and maintenance issues are recorded and dealt with. The fire blanket and first aid kit were easily accessible to all staff. Safety maintenance certificates were in place and risk assessments were appropriate. Insurance and safety check certificates are up to date. Records demonstrated that fire and evacuation drills are carried out on a regular basis. We noted that all areas were clean and free from hazards. Entrance to the child care area is locked and staff were seen to be vigilant about visitors and potential intruders, and the outside play space is suitably fenced. Children were able to play in the shade in the hot weather, and sun screen and hats had been provided.

The staff are clear and pro-active about their responsibilities for maintaining a safe environment for children.

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

The environment is welcoming and well maintained. The premises are available for the play scheme for sole use, although they are shared with other users at other times. This does not restrict the presentation or storage of resources and activities. There are five play spaces used by children at any time, including free access to the garden and kitchen. One of these is only for children aged over eight, so they can enjoy specific activities and a level of age-appropriate responsibility. Younger children make good use of the smaller play room that is arranged to suit their play needs with resources for role play and small world activities. There was an excellent range of resources available and accessible to stimulate and interest children and meet their play needs. Stored resources are clearly labelled to make themed activities, planning and access easier. A board showing the birthdays of regular after school club children is kept on display.

Children are cared for in an environment which provides excellent play and relaxation spaces to support a mix of child-led and adult-led activities.

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

Staff ensure that children have access to a wide range of resources that support and develop their needs, appropriate for a play setting. Resources are plentiful and are readily available, supporting children's independence and choice. Good cleaning routines are maintained, with staff routinely cleaning surfaces showing their awareness of infection control. We were told that a contract cleaner is employed for regular deeper cleans of the premises. There are recording systems in place to ensure resources and equipment are kept clean and well maintained. Resources and activities are checked using a daily visual risk assessment and more formally within the annual risk assessment. Items are also checked for wear and tear as they are used, or tidied away after each session.

Staff maintain good routines to ensure resources are suitable for children's use.

## **4. Leadership and Management**

### **Summary**

Children are cared for in a service that is well run and organised, meeting the National Minimum Standards for Regulated Child Care (NMS) and relevant regulations, with the exception of a minor non-compliance. Paperwork and records are kept in a clear system and accessible to those who need them. Parents are given the information they need to make an informed choice about using the service. Staff are well-qualified, experienced and competent, and there are good systems in place to ensure that required training is maintained. However, some additional relevant training is needed to ensure staff are kept up to date with some changes. This is an improving service, where practitioners take account of children's views in many ways. They reflect on their practice and include parents' views in the process.

### **Our findings**

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

Leadership is good with mostly effective monitoring systems in place. In most respects the RPs are meeting their legal responsibility in providing a safe child care service. There is a set of effective policies and procedures which are regularly reviewed and ensure all who use and work within the service are clear about roles and responsibilities. We looked at the policies and procedures and recommended that the Statement of Purpose is revised to include the level of use of the Welsh language within the service and to include a statement that CIW will be informed of any changes within 28 days. The safeguarding policy and procedure should be revised to refer to the relevant documents noted in NMS 20.2. The service is not registered with the Information Commissioner's Office (ICO) and the RPs were not fully familiar with their responsibility in terms of recent developments in regulations about data protection. We recommended that they should check whether or not they need to be registered with the ICO, take relevant action, and report it in the confidentiality policy and procedure. They should also undertake a familiarisation session about the General Data Protection Regulations and amend the confidentiality policy and procedure and inform parents of any relevant information. We were told that no complaints had been received about the service. The RPs now need to develop a complaints procedure for children to use. Daily registers are completed and contracts are discussed and shared with parents setting out the expectations of both parties. However, we found the RPs were not compliant with Regulation 30, Schedule 3 – Records to be maintained. This is because the required details were incomplete in one instance of a sample of service contracts seen. We did not issue a notice of non-compliance at this time because the RPs reassured us that they would review and amend the contract straight away. Staff are appropriately qualified, all holding Level three qualifications in child care and /or play work. They undertake required training and we observed staff working well as a team and as individuals maintaining good oversight of all the children present.

The service delivers a good, consistent and improving standard of care to children.

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

Children's outcomes are enhanced because the RPs and staff are pro-active in taking a reflective and responsive approach to running the service. It is formally reviewed annually; the latest summary of which was completed in July 2017 and sent to CIW within the Self-Assessment of Service form. Children's views and opinions are frequently asked for and they influence play and activities presented. We saw the summary of children's responses about the snack provision in their annual questionnaire. They showed that 68% of responses were favourable, while 38% of responses from children indicated that they only sometimes liked their snack. As a result, the staff set out their plan to devise an activity for the children to have more input into planning the menu. Staff provided a tropical fruit tasting session. The activity review reported that children had tried fruits never before tasted and the children enjoyed it and would be happy to repeat the activity. Children gave feedback about activities in each play space. They indicated their three top small hall activities were Lego, Top Trumps and Marble Madness, while their least favourites were Polly Pockets, Barbie Dolls and the fairy castle.

The RPs and staff ensure there are effective self-evaluation and strategic planning systems in place.

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

Staff are good role models and are clear about their roles and responsibilities and those of their colleagues. There are good systems of monitoring staff practice and development in place, providing good opportunities for regular support. Staff take part in regular one-to-one supervision meetings and annual appraisal with Alison Morgan, while hers is carried out with Nicola Mace. We observed staff communicating effectively together to ensure children's needs were fully met by appropriate numbers of competent staff.

Management of practitioners and resources is effective and ensures the smooth-running of the service.

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

The staff work closely with parents and any relevant professionals to ensure the children's needs are met. Discussion with staff and observation of their interaction with children showed they know the children and their families well. Parents are kept well-informed about care and activities with information displayed clearly in the entrance, including pictures to identify staff, menus and the evacuation procedure. We spoke to parents who all made positive comments about the care their child receives. These included "*Brilliant. Been*

*coming here for two years; we use the holiday care only and [Child] has made friends here”; “Perfect for working parents”; “[Child] is happy going in and happy coming out. Alison is very friendly and approachable”; “Staff are welcoming. I can’t rate the staff highly enough. We can cycle to and from; it works really well”.* Children are collected from three schools for the after school service and we saw that appropriate policies and procedures are in place to transport children. We observed chatty verbal exchanges between parents and staff as children were collected.

Staff understand the importance of working in partnership to ensure that children receive the support they need.

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

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

In 2015 we notified the provider that the service was non-compliant with regulation 30(1)(a) Schedule 3 paragraph 6. This is because the registers did not contain all of the information required and were not always completed for every child. This has since been achieved.

### **5.2 Recommendations for improvement**

We found the RPs were not compliant with Regulation 30, Schedule 3 – Records to be maintained. This is because the required details were incomplete in a single instance of a sample of service contracts seen. We did not issue a notice of non-compliance at this time because the RPs reassured us that they would review and amend the contract straight away.

In order to develop the service and improve outcomes for children we discussed the following matters:

- revise the Statement of Purpose to include the level of use of the Welsh language within the service and to include a statement that CIW will be informed of any changes within 28 days;
- revise the safeguarding policy and procedure to refer to the relevant documents noted in NMS 20.2;
- develop a complaints procedure for children to use;
- check the need to be registered with the Information Commissioner's Office, take relevant action, and report it in the confidentiality policy and procedure;
- undertake a familiarisation session about the General Data Protection Regulations and amend the confidentiality policy and procedure to suit and inform parents of any relevant information;
- attend training to be familiar with the Prevent Duty 2015 and revise the safeguarding policy and procedure to reflect the responsibility to prevent children who attend child care settings from being drawn into extremism; and
- consider ways to increase the amount of Welsh used within the service.

## **6. How we undertook this inspection**

This inspection was unannounced and undertaken as part of our normal schedule of inspections. The inspector undertook one visit to the service of about six hours. Feedback of our findings to the person in charge took place at the end of the visit. There was a total of 27 children present during the session between the ages of four and 12 years. Evidence for the report was gathered using the following methodology:

- we looked at the range of paperwork kept about the service, including policies and procedures, risk assessments, contracts, children's records, accident records and safety certificates;
- we observed the children interacting with the staff team and choosing their activities;
- we spoke with the children; and
- we spoke with the Registered Persons, staff and parents about the service.

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

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

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Persons	Alison Morgan and Nicola Mace
Persons in charge	Alison Morgan and Nicola Mace
Registered maximum number of places	52
Age range of children	Four to twelve years
Opening hours	15.30 – 18.00, five days a week during term time and 8.00 – 18.00 during school holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 October 2015
Dates of this inspection visit	8 August 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 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. 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> '.
Additional Information: None	