



# Childcare Inspection Report on

## Nifty Kids Out of School & Holiday Care Scheme

**Cwm Talwg Community Centre  
Plas Cleddau  
Cwm Talwg  
Barry  
CF62 7FG**



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## **Description of the service**

Nifty Kids After School Club and Holiday Scheme registered in August 2000 to provide care from Cwm Talwg Community Centre in Barry. They can care for a maximum of 40 children at any one time. The registered persons (RPs) are Nicola Varney and Foula Evans and the persons in charge (PICs) are Nicola Varney, Foula Evans, and Kimberley Lacny. They cater for children from three to 12 years of age. The service runs between 3pm and 6pm, Monday to Friday during term time and during the school holidays from 8am to 6pm, Monday to Friday. Care is provided through the English language and the 'Active Offer' in terms of the Welsh language is not offered.

## **Summary of our findings**

### **1. Overall assessment**

Overall, children who attend Nifty Kids After School and Holiday Club are settled, happy and positively occupied in activities. Staff are warm and supportive of the children. The hall provides a spacious area to play and this is secure and well maintained. Leadership and management of the service is adequate but requires some attention to ensure that it remains compliant with the childcare regulations.

### **2. Improvements**

Following on from the inspection visit one of the registered persons applied for a Disclosure and Barring Service (DBS) check and provided the Care Inspectorate Wales (CIW) with a copy of the certificate. CIW were also notified of a change of person in charge; Tara Garmston had left and replaced by Kimberley Lacny. The registered person (RP) also gave verbal confirmation that fire drills had been carried out and that more detail had been added to the fire drill record such as the time it took place and the number of children present. The attendance registers had also been modified to capture when children 'arrived' at the service or were collected by staff. The RP said that an incident record had also been updated to add more detail which had been signed by all parties concerned and that information forms had been updated to ensure that staff were fully briefed about children's needs and requirements. Confirmation was also provided that behaviour management plans had been developed for children who required them. The RP said that all references and other information required as part of the recruitment process would be in place prior to the new staff members starting work. A risk assessment for the park area surrounding the hall was forwarded to CIW after the inspection process had completed. This had recently been updated to include points for staff to consider in relation to assessing children's needs.

The providers have continued to acquire new toys and resources for the benefit of the children, such as craft materials.

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

We found that the service did not meet legal requirements in relation to staffing and the quality of care review/report, but we found these did not affect the care of the children; therefore we have brought these to the attention of the RP and told them that they must be addressed.

We also made recommendations to the provider in relation to the statement of purpose, behaviour management plans, school run procedures and information forms. These are detailed at the back of the report

# **1. Well-being**

## **Summary**

Children who attend this service are happy, relaxed and occupied. In the main they feel safe and secure and enjoy their time at the club.

## **Our findings**

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

Children make decisions about how they spend their time.

Children chose to play with the toys and resources that had been placed out in the hall. A few children asked for specific resources from the storage cupboard and their requests were met. Children confidently chatted amongst themselves and with staff which showed that they felt comfortable to speak their mind. One or two children decided to sit alone and spend time quietly by themselves. For example, one child sat in the corner and practised strumming on their guitar.

Children have a clear voice.

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

On the whole, feel secure, happy and comfortable and relaxed.

Children immediately sought out some kind of toy or activity when they entered the hall. This showed that they were confident enough to explore their environment and were familiar with the service's routine. Their smiles, laughter and relaxed conversations with staff and peers evidenced that the children were happy in each others' company. At the start of the session however, a small group of children was asked by a member of staff to wait outside the hall for half an hour as staff had not returned from the school run. Whilst the children were safe in the care of responsible adults, the children were perplexed as to the reason why they had to wait outside and could not access the hall, and this caused them to feel a little confused and restless.

Children generally feel sufficiently safe, happy and secure.

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

Children are motivated and engaged in their play but can also relax and enjoy quiet times.

During the visit children interacted well with others. A number had formed friendships with children from other schools and this created a friendly and inclusive atmosphere. Children freely joined in with others' games and often initiated their own play, for example one child suggested to another that they practise doing cartwheels together. Children were polite to one another and showed concern for others, such as when one child fell over and banged their head some other children showed empathy. Incident records showed that a few children were learning to manage their behaviour and learn socially accepted ways to behave.

In the main, children interact very positively with others.

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

Children participate in a range of different play activities, both indoors and outdoors.

All children were positively engaged in some kind of play during the visit and they showed enjoyment in the activities. A group of children joined in with a game that was initiated by a staff member. Clearly the children enjoyed the game, which involved running between various mats, as they laughed and excitedly dashed around the hall whilst trying not to be eliminated. Other children showed interest in their play as they were engrossed by playing Jenga and Lego, whilst others spent time colouring.

All children that we spoke to said that they enjoyed visiting the club, in particular playing outside on the grass behind the hall and in the park.

Children very much enjoy their play.

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

Children are naturally motivated to freely choose and personally direct their play.

Children had opportunities to be active, have some quiet time and to mix with others. For example, children ran around and practised gymnastic moves on the mats or played in the park outside. They chose whether to participate or to sit quietly by themselves or in small groups. Children independently hung up their bags and coats, visited the toilet by themselves and ate snack, although we did not see children assisting in the preparation of this. Some of the children said that they often attended the holiday club and they enjoyed visiting places in the local area, such as other parks or the beach.

Children develop appropriately.

## **2. Care and Development**

### **Summary**

Overall, staff are warm in their interactions with children and are supportive of them. A few staff have worked for the service for a long time although there has been a recent turnover in staff and new members have only recently started working.

### **Our findings**

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

Staff are aware of their role and responsibilities in relation to keeping children safe and healthy. New staff would benefit from training in relation policies and procedures.

Staff we spoke to showed a very good understanding of child protection procedures and issues that surround child protection. Long standing members of staff had undertaken child protection training within the last few years. Staff had kept records that demonstrated staff were alert to child protection issues. Staff had undertaken other training in relation to health and safety such as 'Health and Safety Awareness' and 'Infection Control' although in relation to a few staff members this would benefit from renewal. For example, some of the staff had last undertaken food hygiene training over three years previously. Staff supported children to eat healthily. For example, some of the children explained that the club had a healthy eating policy in place and the staff provided them with toast or fruit as a snack, with water to drink, rather than allowing them to eat crisps or cake. Staff encouraged children to be active whilst playing indoors and outdoors which therefore supported their physical health. The majority of staff held valid first aid certificates.

Records had been kept of accidents and parents were asked to sign them to acknowledge having been informed. The front door was kept locked to prevent unauthorised access to the building. The procedure that the registered person described in relation to how they managed parents who were collecting children whilst everyone played outside in the park was not effective. This is because it would result in one staff member leaving their caring duties to open up the hall for parents to collect coats/bags and to sign out on the attendance register, which therefore affected the level of supervision and support for the children remaining outside. We did not see this in practice as the children were not taken outside to play during our visit.

Staff keep children suitably safe and healthy.

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

Staff support children in their play and are positive role models for them. Whilst staff have good relationships with children and are experienced at managing children's behaviour, in some instances greater consideration could be given to developing behaviour management plans so that staff and parents/carers provide consistent messages to children.

Staff warmly greeted children when they arrived and spoke quietly and calmly to them throughout our visit. One new staff member got to know some of the children by suggesting a game for the children to play. They then explained the rules and took part in the game

with them. Others sat down with children as they played and chatted to them. Good relationships were evident between all staff and children as they chatted comfortably about how their day and what they had been doing. Staff provided cuddles and reassurance when one child hurt themselves. Staff also respected children's space and choice to sit quietly or play alone.

We discussed behaviour management techniques with staff and how poor interactions were managed and handled. Staff described appropriate practice and use of record keeping as a tool, although there were no behaviour management plans in place for children that would have benefitted from one.

Interactions are managed appropriately.

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

Staff create a fun atmosphere/environment for children to spend time in. Staff are capable of meeting children's individual needs and abilities, although requesting more up-to-date information from parents/carers would assist them in providing better care.

Staff ensured that toys and resources were set up around the hall for children based on their general interests and wishes. For example, staff said that a number of children liked to play with Lego so these were provided for them. The range of toys and resources that they set up also provided different opportunities, such as to be creative, imaginative, active and to develop fine motor skills. Staff explained that they regularly played ball games in the grassed area behind the hall and utilised the park's facilities as the children enjoyed spending time outside as it gave them a sense of freedom and independence.

Staff had requested basic information from parents/carers about the children's individual needs and their likes and dislikes when they started at the service. Staff showed that they knew children well through the discussions that we held; this information had been gathered through interacting with the children rather than from information that had been obtained from the information sheet. Staff met children's needs by providing support when needed, such as when a child had an accident they quickly responded by putting a cold compress on their bump and giving cuddles as reassurance.

Staff adequately promote children's play and appropriately meet their needs.



### **3. Environment**

#### **Summary**

The club operates from a local community hall. The hall is spacious and well maintained.

#### **Our findings**

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

Regular checks and maintenance is undertaken on the premises to ensure that it is safe for children, although the record keeping could be improved.

The hall is in good condition as it is well maintained. Fire extinguishers had been recently checked and a fire blanket was in place in the kitchen. The fire alarms had been tested in May 2018. The electrical equipment had recently been PAT tested to ensure that it was safe to use. However, fire drills had not been conducted with the children since November 2017. Some children would not know therefore what to do/where to go in the event of a fire.

The RP had installed a fridge for the exclusive use of the club, to minimise the risk of cross-infection, and this was kept in a locked office space. The Food Hygiene department had awarded the service a '5', which is rated as 'very good'. The front door was kept locked and the small external play area was securely fenced. Risk assessments were in place for the premises but the RP did not produce when asked risk assessment for the use of the park/grassed area surrounding the hall which was regularly used. This was sent to CIW after the inspection process had completed. A health and safety checklist was in place although this was not a working document as it had not been ticked or dated to show the tasks had been completed.

Leaders effectively ensure that the hall is safe and maintained, although their records in relation to health and safety are inconsistent.

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

The hall is used flexibly to provide different play opportunities.

As it is a shared community hall, leaders cannot leave toys, resources and equipment out for the children and everything was put away at the end of each session. A large storage cupboard/office was available for the service's equipment and documents and records. This contained a range of toys and equipment that suited differing tastes and interests. The hall was spacious so provided plenty of room for the children to spread out and take part in various forms of play. The toilets were located in the reception area so children were able to access them independently. The kitchen benefited from a serving hatch so that children could be passed food/drinks easily and were able to speak to staff who might be in the kitchen. Two fire escape doors opened onto a small, securely enclosed outdoor space. Whilst we did not see this space used during our visit, the registered person confirmed that older children did utilise it. The public park and grassed area were used more often as this had more play equipment suited to older children and more space for ball games.

Leaders successfully ensure that the premises are suitable for children to play in.

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

Children can access toys, resources and equipment suitable for their age.

Leaders provided a range of play resources which included dolls and a dolls' house, craft materials, construction toys, board games, table football, and snooker table. There was a good selection of outdoor sports equipment such as balls, racquets, hoops and skipping ropes. The toys and resources were in a suitable condition. The outdoor play space adjoining the hall benefitted from a sandpit/water table and resources to encourage exploration such as trikes, and an area for planting. Part of this area had a covered roof to allow for play in inclement weather. The outdoor storage cupboard was broken; access was discouraged by the use of cones/tape to indicate to children that the cupboard was out of bounds.

Leaders adequately ensure the toys, resources and equipment are of good quality.

## **4. Leadership and Management**

### **Summary**

Leaders of this service are experienced in running a childcare service and are committed to providing a positive experience for children. Some attention is needed to some aspects of record keeping, procedures and managing staff in order to remain compliant with the childcare regulations.

### **Our findings**

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

Leaders have a sense of purpose for their service: they aim to provide “*high quality, accessible childcare*” in “*a loving and nurturing environment*”. Leaders need to ensure however, that the service remains compliant.

One of the registered persons managed the service on a day-to-day basis and she said that she keeps in close communication with the other RP. Discussions with the RP who was present showed that they were committed to ensuring that children, irrespective of their needs and background, were able to play and socialise with other children. She shared this vision with her staff, who communicated the same view and commitment to children and their parents and they provided examples to illustrate how they did so. Staff gave positive feedback on their inspection questionnaires about the work and those who manage them; this showed that good working relationships have been established. One commented that, “*I always feel valued and supported.*” Leaders have a sound knowledge of best practice but some procedures that they put in place were found to have not been carried out and the quality of record keeping varied. For example, fire drills had not been carried out regularly, staff files and the attendance register were incomplete, records to evidence regular supervision of staff were not available and checklists had not been completed. The service’s statement of purpose required amending to reflect correct opening times of the service.

Leadership is adequate.

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

Leaders seek some views as part of the quality of care review process, although have not produced a quality of care report.

The registered person had submitted the self-assessment (SASS) part 1 and SASS part 2. The registered person showed us a selection of questionnaires that had been completed by parents. The questionnaires indicated that these had been completed by parents of the playgroup rather than the after school/holiday club, but the RP said that they had been completed for this service. These were not dated, although the RP said that they had been sent out in May of this year. Children’s and staff members’ views had not been gathered as part of this process and the RP confirmed that the findings of the review had not been produced into a report, as was required by the regulations. This issue has been highlighted in previous inspections.

Examples of questions that parents had been asked included, “*Are your children happy*”, “*Do you like children to go on outings?*” and “*do staff give feedback.*” Comments that parents had written on the questionnaires showed that they were satisfied with the service they received: “*Happy overall,*” “*Staff are very friendly and welcoming,*” “*I’m happy and so is my child.*” Whilst the RP had clear ideas for making improvements to the service, such as extending the outdoor space, this had not been formalised into an action plan.

Leaders have developed a basic system of self-evaluation and planning for improvement.

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

Leaders have established a strong culture of continuous professional development. Whilst leaders ensure that staff they recruit are well qualified and experienced for their role, the recruitment process needs to be more robust and supervision could be more regular and meaningful.

Staff had undertaken a range of training to support them in their roles and to help develop their knowledge and understanding. For example, certificates in staff files showed that staff had recently attended a range of courses which included subjects such as visual impairment, global development delay, behaviour management and health and safety awareness. Staffing ratios were maintained during our visit and the attendance register showed that this was consistently adhered to. The attendance registers did not capture the time that staff collected children or the time children arrived at the service, only the time that they were collected by a parent/carer, so did not fully reflect the period that the service was responsible for the children’s care. For instance, the register did not reflect the fact that some children were left in the care of teachers for half an hour after the official start time, rather than being cared for by the service. Leaders wrote to schools from which they were picking up children on a weekly basis to inform them of who they would be collecting, and the date, which was good practice. The letter detailed the arrangements for collecting children such as time/where to meet them. However, when staff were running late on a school run a breakdown in communication had occurred resulting in teachers taking children to the hall themselves, rather than keeping them in school and children were left to wait outside. We discussed with the RP about reviewing these procedures and the information provided to schools to prevent this happening again.

The service had recently appointed three new staff members. Information within the staff files showed that the required suitability checks had not been completed, one of whom had already started work. For example, two references had not been sought and checked and medical declarations had not been obtained. One of the RP’s DBS certificates had expired; this issue was identified at a previous inspection when the same RP’s DBS was last due for renewal. Records had been kept of supervision meetings but these were dated July 2017 which showed that the meetings had not been held regularly. Basic appraisals had been carried out with staff; staff/leaders had signed to agree with the content of some appraisal sheets, but not all.

Leaders manage staff and resources inconsistently.

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

Leaders have developed positive relationships with parents/carers.

We spoke to four parents during our visit; all of them spoke positively about the service and the staff. Parents commented that the staff were friendly and approachable, they felt the hall was safe and secure and they liked the freedom of the children being able to play outside and in the park. All parents said they felt their child was happy to attend. Contracts were in place for the sample that we checked and basic information had been sought prior to the children starting. Staff showed awareness of children's individual needs, but did not ask parents/carers to update the children's information sheets to accurately reflect the support they needed. Parental consent had been obtained for things such as visits/outings such as the park and beach, and to provide emergency medical care. Staff gave brief feedback when parents collected their child. Interactions between the staff and parents evidenced good relationships had been developed between them.

Leaders have developed good partnerships with parents and carers.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that leaders:

- review the arrangements/procedures for school runs in relation to occasions where staff are running late;
- consider asking parents/carers to periodically update the children's information forms to capture any changing/emerging needs;
- remove or repair the storage cupboard in the outdoor area;
- amend the statement of purpose clearly states the times that the service operates and that the age range that they cater for is correct;
- ensure incident records are consistently completed with the same level of detail and all parties are asked to sign to acknowledge;
- record the date on quality of care questionnaires to show when the views were gathered;
- reflect the views of children and staff in the quality of care report and for this to be more evaluative of the service provided;
- ensure that staff supervisions take place regularly; and
- ensure that appraisal forms are completed fully and all parties sign to agree the content.

## 6. How we undertook this inspection

The inspection took place over five and a half hours on 10 and 11 October 2018. This inspection was brought forward in relation to a concern regarding an incident.

- one inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service;
- we held conversations with four parents of children attending the service and questionnaires were left for other parents to fill out and send to us, if they so wished. Three completed parent questionnaires were returned, although these had been completed by parents who used the playgroup service rather than the after school club;
- we spoke to staff members working for the service and reviewed the three completed inspection questionnaires returned by staff;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, and the service's statement of purpose and
- we performed a visual inspection of the rooms and areas used by the service.

Feedback was provided to the registered person via phone on 16 October 2018.

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	Foula Evans Nicola Varney
Person in charge	Foula Evans Nicola Varney Kimberley Lacny
Registered maximum number of places	40
Age range of children	3 to 12 years
Opening hours	3pm to 6pm, Monday to Friday during term time. 8am to 6pm, Monday to Friday during the school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 December 2015
Dates of this inspection visits	10 and 11 October 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
<b>Additional Information:</b> Jacqueline Hewitson was removed as a PIC after the inspection process completed.	