



Inspection Report

Kiwi's Independent Day Care Service

**St Marys Primary School
Wyndham Crescent
Cardiff
CF11 9EF**



Date Inspection Completed

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About Kiwi's Independent Day Care Service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Aurjan Singh
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 12 July 2017
Is this a Flying Start service?	Manual Insert 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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'

Summary

Children are happy, settle well and form close relationships with their peers and staff. They are familiar with the facilities as they attend the school also. Staff are supportive and have a good understanding of children's individual needs. Children can choose from an adequate range of toys available to them. Staff understand their responsibilities to report concerns and have good knowledge of the safeguarding procedure. They adhere to the protective measures guidance and strive to keep policies and procedures up to date. Staff ensure children feel safe, listening to their views and requests. The number of staff caring for children is maintained, but this has been a challenge during the pandemic, necessitating the need for temporary staff and for the manager to be included in ratios. The indoor and outdoor environment is generally safe and facilities are good, with procedures in place to access the toilet facilities and outdoor area. Risk assessments are suitable, including for COVID-19. The setting is generally managed appropriately by dedicated, experienced and motivated manager. Partnerships with parents and other professional agencies are generally effective.

Well-being

Children can make some choices regarding their play. They confidently move around the play areas, choosing resources and making decisions about what, and with who they want to play with. Children are encouraged to express their opinions during circle time, general conversations and at teatime and staff ensure they are listened to.

Children feel safe, happy and valued at the setting. They are familiar with the environment as they attend the school during the day. They develop warm relationships with other children. Children approach staff spontaneously to seek help or just to chat and are pleased to receive praise and recognition for their efforts. They readily join in routines, such as preparing to play outdoors and to use the toilet, because they are familiar with them. Children have adapted well to new routines, such as more frequent handwashing. Children have good self-esteem and clearly relish in the praise and encouragement from staff. At circle time they readily join in answering questions about the weather and proudly proceed to stick the weather card on the wall in the correct position.

Children enjoy their play and interact well with their peers and staff. Children sustain interest in activities because they enjoy the opportunities available. They smile broadly as they join in the 'tap tap box' activity, singing and taking turns to choose an animal. They listen attentively as staff tell them about the animal they have chosen. Children are excited to play outside, running around and playing with equipment. Children are successfully learning to share resources and develop skills such as putting on their own aprons. Children are developing good communication skills and they listen to others as they share their stories while they chat with each other and staff.

Care and Development

Staff have a good understanding of their roles and responsibilities within the setting in order to keep children safe and healthy. The child protection policy has recently been updated to reflect the new Wales Safeguarding Procedures and is being shared with staff. Staff are clear about safety procedures for the setting and their responsibilities in relation to infection control. There are policies and procedures in place, including a robust Covid-19 policy, which are reviewed as required. A sufficient number of staff have current paediatric first aid, safeguarding and food hygiene certificates. Training has been limited during the Covid-19 pandemic but additional training such as the Prevent initiative and Health and Safety has been planned for the near future. Staff are clear about children's preferences and ensure that individual dietary needs are catered for. Staff only provide light snacks such as crumpets. Appropriate hygiene routines are in place to promote children's health, including encouraging children to wash their hands at appropriate times. Staff are aware of the health and safety policy, including recording and monitoring accidents.

Staff have realistic expectations of children and implement strategies to manage children's behaviour that are age appropriate and positive. Staff work closely together to ensure they have a consistent approach in line with the setting's behaviour management policy. Acting as good role models, staff encourage children to be kind to each other, to help tidy up, and they sit with them at teatime to promote their social skills. Staff engage well with children providing clear and consistent boundaries. For example, not running indoors. Staff value and reward children's behaviour by providing praise for example, for listening, sharing and completing an activity.

Staff have a good understanding of individual children's needs, abilities and backgrounds. They help children to develop in areas where they need additional support. They provide numerous opportunities for children to learn good social skills and encourage children to develop confidence, self-help skills and communication skills in the context of an after school environment. Staff offer children a choice of craft activities such as making a collage of their face or using playdough. Staff extended children's thinking, learning and communication well during these activities. Staff plan numerous activities for children to learn about and celebrate other cultures and religions. Wall displays contain many multicultural references, including 'The Heart of Our Community'. Staff do not currently provide opportunities for children to develop their understanding of the Welsh language.

Environment

Overall, people who run the setting ensure that the physical environment is safe and secure and provides sufficient space for children to play. Useful risk assessments are in place and staff complete daily safety checks of the premises in order to identify and where possible eliminate any risks to children's safety. People who run the setting monitor that the maintenance checks for the building and fire systems are routinely undertaken by the local authority, who own the building.

People who run the setting ensure the environment is suitable. They consider the challenges of operating from a classroom, with the toilets along a corridor and have developed risk assessments showing how this is managed. The play areas comprise a classroom and offer a good range of opportunities for children to play. The indoor area is set up to offer a good range of different types of play. There is an outside play area directly off the classroom, where children can be active and easily engage in numerous activities in the fresh air. Equipment such as tables and chairs are appropriate. An area is set up with soft furnishings where children can relax and rest if required.

People who run the setting ensure resources are varied, interesting and age appropriate. Resources are stored in tubs and shelving so that children can access them easily. Staff maintain and clean toys and resources regularly in line with the current best practice guidance to protect children from the risk of COVID-19. There are resources and materials to support the activity plans such as multicultural events.

Leadership and Management

People who run the setting strive to provide a good service. This has been a challenge during the Covid-19 pandemic and this has necessitated the person in charge being counted in ratios and the setting adapting the operational hours due to a significant drop in demand. The person in charge is also the registered person. They have taken steps to address this matter with CIW by applying to reduce their registered numbers. This will ensure they operate in line with the national minimum standards. There is a statement of purpose, which has recently been updated. They have good procedures in place and attention is generally paid to the regulations and national minimum standards to ensure the smooth running of the setting. Policies and procedures are reviewed regularly, especially during the COVID-19 pandemic. The safeguarding policy has been updated during the course of this inspection. They have set up their online account with CIW. There are systems in place that ensure they provide parents with information prior to their children starting at the setting, including policies and procedures, so they can make an informed choice about using their setting.

People who run the setting have a good understanding of current best play work and childcare practice and demonstrate a commitment to continually improve the quality of the setting. There are processes in place to undertake an annual review of the setting. A copy of the latest review has been submitted to CIW with the Self-Assessment of Service Statement in July 2021. The review includes seeking the views of service users and what has changed at the service. Some plans for the future are highlighted. People who run the setting are receptive to advice from agencies such as CIW, and have made a number of improvements that have been identified during this inspection process.

People who run the setting have endeavoured to employ and manage staff appropriately during the pandemic. This has meant that for most of the time, the registered person/person in charge has had to work at the service on a daily basis. Persons working with them have varied according to which staff have been available. Ratios of adults to children have met the national minimum standards at all times. Staff files did not contain all the information to fully meet the requirements of the regulations, for example two written references were not always in place. However, some information is held electronically and the registered person has confirmed that this information has been printed off and organised better. The formal staff one to one supervision meetings did not take place for much of the pandemic, but daily informal meetings took place to support staff. Workforce risk assessments were also undertaken and any necessary action taken to support staff through the pandemic. People who run the service have considered how to reinstate the one to one system effectively and have plans to start this immediately.

People who run the setting have developed some strong partnerships with the local authority and organisations that support their professional practice. They have subscribed to a service that supports them to employ staff appropriately and offers staff an employee assistance programme. People who run the setting tell us that they have good communication processes in place to keep parents updated. We received no parental responses to our communication to seek their views on the service they receive.

Recommendations to meet with the National Minimum Standards

R1 Ensure the Welsh language is promoted and children benefit from being able to use incidental Welsh words and phrases during their play

R2 Ensure the improvements made during this inspection process are fully embedded in the service and monitored through the quality review process