



## Inspection Report

**Lollipops daycare**

**Lollipops Daycare  
Unit 8a Coopers Court  
Caerphilly Road  
Hengoed  
CF82 7EP**



**Date Inspection Completed**

18/03/2024

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## About Lollipops daycare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	K & S family leisure services ltd
Registered places	58
Language of the service	English
Previous Care Inspectorate Wales inspection	19 September 2023
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Adequate</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Adequate</b>

For further information on ratings, please see the end of this report

### **Summary**

Children are happy, settled and can make decisions about how they spend their time at the setting. They are developing warm and positive relationships with their friends and staff. Routines and activities encourage children to develop, learn and enable them to follow their own interests.

Staff have an adequate understanding of how to keep children safe and healthy. They have warm relationships with the children offering reassurance when needed. Staff engage positively with the children, supporting their play and building their confidence.

The environment is safe, clean and secure. There is an appropriate range of toys and resources to encourage children to play and learn, both indoors and outdoors. The environment provides children with suitable opportunities to make independent choices in their play and develop their self-help skills.

Leaders are committed to running a quality provision and have taken suitable steps to address all previously identified non-compliance and recommendations. There are a satisfactory range of policies, procedures and documentation to support staff in their roles. Staff are happy at the setting and feel supported by leaders. Relationships with parents are good.

Children are happy, settled and make decisions about how they spend their time. They choose from the fun activities and toys on offer, following their own interests. For example, babies freely explore their play space choosing from a range of toys and follow their individual sleep and bottle-feeding routines. Children of all ages express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. Older children were keen to talk about how they plan the activities they want to do and make shopping lists of items needed to complete the activities.

Most children arrive at the setting happy to see staff and their friends. Children who are new to the setting are given extra cuddles and supported by staff whilst they get to know the new environment. Children have warm and positive relationships with their peers at the setting. We saw children happily wait for each other and hold hands together whilst they walk around the setting. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. For example, they confidently participate during key routines such as mealtimes and when singing rhymes, counting and story time activities.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, children have fun painting with potatoes and share utensils with their friends whilst enjoying an Easter printing activity. Children are beginning to understand the needs of others and consider their friends feelings. We heard one child instantly say sorry after accidentally bumping into another child.

Children thoroughly enjoy their play and the activities on offer. They develop a range of skills as they explore their play spaces, engrossed in their chosen activity. We saw younger children picking up different books and putting the dolls into their crib. Older children immerse themselves during their play experiences as they use a wide range of real-life resources during role play. They engage their imaginations and make sense of their world as they pretend to make cups of tea and serve their friends.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. Children learn to do things for themselves, such as helping to pour their own drinks at mealtimes and get themselves into the wet weather clothing before going outside. Children of all ages help to tidy away their toys at given times. Older children are confident at washing and drying their hands, while younger children do so with guidance.

## Care and Development

**Adequate**

The setting has a range of suitable policies and procedures in place which support staff to have a clear understanding of their roles and responsibilities. Staff are generally cautious when dealing with any safeguarding matters. They are confident in the steps to take if they have concerns. There are procedures to record visitors, staff and children's arrival and departure times. However, these are not always accurate. Children's health needs are considered. Staff implement procedures to support children when recording and reviewing accident and incident records. Staff implement suitable procedures to support children when administering medication in line with the settings policy.

The setting offers a range of healthy, well-balanced meals and snacks which are freshly prepared. Staff follow appropriate procedures when dealing with children with allergies, intolerances, and preferences in line with the settings policy. Staff ensure mealtimes are relaxed, social and enjoyable, where opportunities to discuss their day are encouraged. Staff follow suitable hygiene practices in line with infection control guidance, such as wiping tables before children sit down to eat and wearing gloves when carrying out care routines such as toothbrushing and when changing children's nappies. This helps to minimise the spread of germs and prevent cross infection. They encourage children to wash their hands before eating and after using the toilet embedding good hygiene routines. Staff promote the benefits of children getting out into the fresh air, through regular access to the outdoor play environment.

Staff have warm relationships with the children. They treat them with care and respect, offering reassurance when needed. Staff act as good role models, setting clear boundaries and guide children towards the behaviour that is expected in line with the settings behaviour management policy. For example, a staff member gently guided a child to use the steps of the slide rather than climbing up the slide. Staff frequently praise and encourage children.

Staff know the children well. They engage positively with the children, supporting their play, building their confidence. Staff plan a fun range of activities that appeal to children's interests. For example, children thoroughly enjoy playing with the playdough they had previously made with the staff member a few days before. The Welsh language is promoted through introducing counting and colours during some activities and introducing simple instructions during routines.

## Environment

Adequate

Leaders ensure the environment is safe and secure. It is clean and adequately maintained. There are suitable processes in place to ensure the safety of the environment, including regular fire safety checks and fire drills. However, fire drill records do not include reflections of the learning identified during the drill to better inform future practices. There are an adequate range of written risk assessments in place including some specific routines such as collecting and dropping children to school. However, these do not always reflect all the steps taken to eliminate potential risks.

Leaders ensure resources and equipment are of good quality. Furniture is of a suitable size to meet children's needs. The layout of the environment enables children to move freely within their designated play spaces. A spacious indoor play area allows children to engage in physical activities such as football and to utilise low-level climbing equipment and slide. Toilet and nappy changing facilities are located outside of the playrooms. Older children eat their meals and snack in a central area of the setting. Babies eat in their designated play spaces utilising low-level highchairs which assist them to sit at the table, enabling them to fully experience the social benefit of mealtimes. Soft furnishings provide older children a comfortable space should they wish to rest or have some quiet time during the day. Younger children access dedicated sleep spaces which provide a calm atmosphere and sleeping children are regularly monitored by staff.

Leaders ensure children can access resources easily, promoting their independence. These are appropriate for their age and stage of development and promote their curiosity and learning. Children's imaginative play experience is promoted through the use of real-life objects. For example, real china cups and saucers, typewriters and a rotary telephone in the role play areas. Re-purposed wooden reels and artificial grass are used to enhance areas for small world activities. Books are positioned to support activities and offer interest to children during their play.

There are two separate play spaces of a reasonable size to accommodate the varying age ranges of the children. A tall fence around the parameters of the outside space offers security and privacy for children when they play. The space offers a range of experiences. For example, a mud kitchen and a shallow water tray, support creativity and imaginative play. The use of tyres to define areas within the space enables children to access ride along toys, safely. However, the outside play spaces are not set up with the same level of care and consideration as the inside play spaces.

## Leadership and Management

Adequate

Leaders are motivated to provide a quality service to the children and their families. They have taken suitable steps to address all previously identified non-compliances and recommendations. A detailed statement of purpose provides parents with the relevant information about the setting, so they can make an informed choice. Leaders have adopted many of the Local Authority policies, procedures and documentation which they have tailored to reflect the service. Therefore, providing staff with clear guidance to support them in their roles. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Key information is sought to support the child's experiences at the setting. Leaders are committed to holding team meetings in addition to daily informal discussions with staff. This communication supports the sharing of information with staff, along with identifying and addressing areas for improvement. Leaders mostly keep Care Inspectorate Wales (CIW) informed of significant events which take place at the setting. However, they do not always keep CIW informed of staff changes.

Leaders understand their responsibilities to ensure staff are recruited safely and all required documentation is sought prior to the staff member starting work at the setting. Staff have up to date job descriptions and contracts defining their roles and responsibilities. They are suitably qualified and have completed the required mandatory training, including safeguarding and paediatric first aid. Additional training is also undertaken in partnership with the Local Authority. Several staff have completed the required playworker qualifications and other staff are working towards. New staff undertake a suitable induction process and are supported through this period by a designated member of staff. Regular supervisions and annual appraisals are carried out with staff. Staff we spoke to were very complimentary about the leaders of the setting and shared how they feel supported in their roles.

Staff have good relationships with parents. They keep them informed of their child's experiences at the setting verbally and via the settings App. Parents we spoke with were highly complementary about the setting. They told us that the leaders at the setting along with the staff were very approachable and supportive.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
30	The responsible individual must ensure records such as children's accident, incident and medication records are completed accurately and monitored appropriately. Along with accurately recording which staff are working with which children at any given time.	Achieved

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
25	The responsible individual must ensure all entrances to the setting are appropriately secured ensuring compliance with the settings risk assessment.	Achieved
38	The responsible individual must ensure measures are taken for the regular testing of fire alarms. They must ensure all fire prevention equipment conforms to fire safety standards to assure the safety of children, staff and others on the premises in the case event of a fire.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	Ensure risk assessments are updated to reflect practice.
Standard 5 - Records	Ensure records in relation to children, staff and visitors' attendance are accurately maintained.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Ensure the outside play space is set up with the same level of consideration as the inside

play space.

Ensure fire drill records include reflections of learning identified to better inform future practice.

Ensure Care Inspectorate Wales (CIW) are kept informed of staff changes.

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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