



Childcare Inspection Report on

Nicola Mantegna

Port Talbot

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

17/07/2019

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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

Description of the service

Nicola Mantegna was registered as a child minder in March 2016. She provides care from her home in Margam Village, Port Talbot, for up to six children under the age of 12 at any one time. She offers a flexible service including collection and drop off at the local school; and the options of breakfast and evening meals. The service is open from 8am to 5.30pm Monday to Friday. The main language of the service is English and the child minder incorporates incidental Welsh and Finnish.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are settled, confident and happy and thoroughly enjoy their time with the child minder. Children have fun and interact well. The child minder provides a rich environment for play and learning that is safe, secure and well maintained. Children have easy access to a very good selection of quality toys, materials and equipment, which encourages them to explore and learn. The child minder manages her business well and works in partnership with parents to ensure that the children's needs are identified and addressed.

2. Improvements

Since the last inspection the child minder has:

- carried out regular fire drills with children;
- attended training in child protection and food hygiene;
- reviewed and revised the safeguarding/ child protection policy; and
- provided individual towels for each child to dry their hands.

3. Requirements and recommendations

We (Care Inspectorate Wales) have advised the child minder that improvements are needed in relation to the review of quality of care (regulation16) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the child minder to take action to rectify this and it will be followed up at the next inspection.

Section five of this report identifies our recommendations to further improve the service.

1. Well-being

Good

Summary

Children are very happy and content at the service. They are confident, express themselves well and are able to make decisions. Children have a strong sense of security and have developed close relationships with others. They thoroughly enjoy their play and learning and are developing well.

Our findings

Children express their views and made effective choices. We saw that children chose their favourite activities from a good selection of toys, resources and books, which were stored at low level. Children were confident to speak up and ask questions. A child asked to play with dinosaur figures and the child minder encouraged them to match the dinosaurs with the pictures in a book. Children ate their packed lunches at their own pace and chose their drink of milk or water. After school, we heard children asking for a drink and a snack as they played in the park and they received swift and positive responses. Older children were confident to ask us about the purpose of our visit and were very happy to give their very positive views on the service. We saw records of planning discussions with children when they decided on the activities for different themes. For example, they chose to make glowing pictures and rockets for bonfire night and crackers, cards and cookies for Christmas.

Children feel safe and valued and are very happy. They were very familiar with the play areas, materials, activities and the routines, which gave them a sense of security. Children were settled and relaxed; they played independently and with others. We saw younger children giggle and clap their hands. Children smiled proudly when praised for their achievements, for example for matching the dinosaurs; for their knowledge of different animals and where they live; and for winning a jumping game in the park. We saw children reach out to the child minder for a cuddle when they were tired. Children have warm relationships with each other and we saw them smile when they met up. It was clear that the children viewed the child minder and her children as their extended family.

Children play well together. They were well-mannered and polite, saying 'please' and 'thank you' with very few reminders from the child minder. Children looked after the toys and resources, they took items out to play with and put them away, with support if needed, when they had finished. Children were co-operative. For example, when asked, a child passed the book she had finished to the child minder. Children listened and held hands or held onto the buggy on the way to the park. They waited for the child minder when she said, "Stay Close! Not too far". Older children played running, jumping and ball games with younger children. We saw them take turns, share and help to tidy toys away.

Children thoroughly enjoy their play and learning experiences. They are able to follow their interests as they have free access to suitable resources in the playroom and dining area. Children smiled, giggled and laughed a lot. They were fully engaged in looking at books they had chosen and they sustained interest for a long period playing race games in the park. Children smiled and nodded when we asked if they enjoyed coming to the child minder and told us it was 'fun' and 'nice' that they liked the toys, playing with their friends and going to the park after school.

Children experience a variety of age appropriate opportunities that promote their all-round development. Children were confident to choose their play and try new things. For example, children enjoyed a jumping game with the child minder, which promoted physical coordination. Children's language skills and communication were developing well. We heard children count, describe weather, name animals and say the sounds they make. We heard them use Welsh words for numbers and colours. Children could develop their independence as they were encouraged to complete tasks for themselves. We saw children putting their shoes and coats on independently.

2. Care and Development

Good

Summary

The child minder is caring, motivated, enthusiastic and responsive to children's needs. She is effective in keeping children safe and promotes healthy lifestyles. She manages behaviour very well. She knows the children's needs and preferences and provides a wide range of activities to help them to learn and develop.

Our findings

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She keeps up to date with child protection training and was clear about how to report concerns. She was aware of the latest food and nutrition guidance and had an electronic copy for reference. She promoted a healthy lifestyle through nutritious snacks, free access to water and physical play. The child minder undertakes many outdoor activities with children, offering them plenty of opportunities to develop gross motor skills and be active. The child minder obtains the necessary information before the children commence, such as any medical, diet needs or allergies. In discussion, she knew all the children's individual needs and preferences. We saw very good hygiene practice; the child minder had ensured toys, equipment, the kitchen and bathroom were clean and she provided liquid soap and individual hand towels for children to use. We saw safe practice when the child minder supported younger children when nappy changing and when she encouraged children to use antibacterial hand wipes before eating snacks in the park after school.

The child minder manages behaviour very well. The child minder sat with children as they played and modelled good manners, being calm, polite and relaxed. She listened and gave children plenty of time to finish conversations and activities and she encouraged children to ask questions, explore and learn. The child minder always asked politely and thanked the children when they took turns and she praised children when they achieved or were helpful. We saw that the child minder was firm when necessary and used distraction and redirection effectively to encourage children to share and take turns. She spoke affectionately, calmly and clearly all the time and children responded by being calm and co-operative. For example, we heard her say, "Whose turn is it?" and "Who is going to be in charge?" and "Shall we put that away now so we don't step on it?" We saw that children help to agree the house rules each September, which gives them a sense of responsibility.

The child minder promotes children's learning and meets their individual interests and needs very well. She sat alongside younger children as they played and she asked questions and helped them to develop their knowledge of the world, language, colour recognition, counting skills, fine motor skills and co-ordination. She raced with children and showed them how to jump side to side to support their physical strength and coordination. The child minder provided learning opportunities through a wide variety of interesting and fun activities. We saw photographs of children enjoying various activities such as dressing

up, cooking, modelling, painting, art and crafts. We saw records of visits to playgroups, the library, shopping, beach parks and a fun farm. Discussions indicated that the child minder was aware of each child's likes, dislikes and routines, for example, the activities and food they enjoyed; if they needed a nap during the day; if they preferred to sleep in a buggy or on the settee. The child minder encouraged children to feed themselves and offered help if children were struggling. The child minder provided care in English but speaks Finnish and uses some basic Welsh. We saw some Welsh and bilingual resources and some holiday items to promote knowledge of other countries. Photos evidenced that the child minder has raised children's awareness of different cultures through celebration of different festivals and saints' days. The child minder does not keep developmental records for pre-school children but she provides parents with many examples of their children enjoying play and learning opportunities via text messages and photos. The child minder promoted children's play, learning and development effectively. She responded well to the needs of the children and provided caring support when necessary.

3. Environment

Good

Summary

The child minder ensures that the environment is bright, safe and stimulating. She offers a good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and toys are good quality and very suitable for children of different ages and stages of development.

Our findings

The child minder ensured the environment was very safe. External doors were kept locked and there was a record of visitors. We saw risk assessments for the premises and for outings, which identify hazards and control measures, which had been reviewed every year. There was also a risk assessment in place for use of the trampoline. The child minder kept records of daily checks on the play areas, toys and equipment to ensure that any issues would be noted and addressed. All areas, equipment, furniture and toys were clean and well maintained and our inspection of the premises and outdoor play area did not raise any concerns about safety. Cleaning liquids were stored in the utility room in a cupboard with child proof locks; there were stair gates for use when young children were present; the back garden had secure boundaries and the shed was kept locked. There were records of annual tests for the heating system with a first aid kit and fire blanket ready to hand. Fire drills had been carried out at three monthly intervals since the last inspection, with smoke alarm checks on the same day. Older children knew the procedures and we heard the child minder go over what children must do if they hear the fire alarm. Children had individual hand towels to dry their hands to prevent any risk of cross infections.

The child minder provided a very welcoming and stimulating environment, which was very suitable for the age range and encouraged children to explore and learn. Children had access to a playroom, lounge, dining room and toilet on the ground floor of the house; and an enclosed patio and garden at the back of the house. The environment was bright and airy with sufficient space for a range of activities and areas for quiet study or relaxation. The child minder stored toys and resources at low level to encourage choice and independence. We saw the children access toys, books and construction materials independently. The child minder provided suitable equipment for babies and younger children, including potties, travel cot high chair and double buggy. There was a step available for children to reach the washbasin in the bathroom.

The child minder provided an excellent range of play and learning resources to enhance children's experiences and development. The child minder ensured that resources and equipment were plentiful, of good quality and suitable for the ages and stages of development of the children attending. We saw lots of low-level storage with accessible puzzles, games, transport toys, soft toys, push along toys, animal figures, musical instruments, construction

games and books galore. These were in sufficient quantities to ensure children had choice and could play together or independently. The playroom contained colourful displays and photos of the children on outings and enjoying activities. The child minder had systems in place to check and replace toys and equipment that were no longer suitable or were broken. We saw some Welsh language books and bi-lingual materials. We saw some toys and materials that reflect different cultures. The child minder also gave children the opportunity to learn through activities like setting the table and tidying up.

4. Leadership and Management

Good

Summary

Overall, leadership is good. The child minder is very motivated and clearly enjoys looking after children. She organises her business well and has clear policies, procedures and record keeping. The child minder has effective partnerships with parents. Improvements are required in relation to reviewing the quality of care.

Our findings

The child minder aims to comply with regulations and to meet or exceed the national minimum standards. We saw a very detailed statement of purpose, which provided an accurate picture of the service that was being provided and enabled parents to make an informed choice about using the service. All policies and procedures were focused on children's needs and were clear and up to date. Parents had signed to indicate that they accepted and agreed with them. Records management was good. Information was well organised and easy to find. The children's records included the required information and contracts were up to date. The child minder was registered with the Information Commissioners Office and this was recorded in the confidentiality policy under data protection. There were no parental consent forms on children's files. These should be in place for emergency medical treatment, photos, outings, and contact with the family pet.

Self-evaluation and planning for improvement is developing. The child minder identified and acts on areas that she wished to improve. We heard the child minder seeking children's views on activities after school and we saw records to evidence that the child minder considered children's opinions for purchasing resources and toys or planning activities. However, as the child minder had not carried out a review of the service since July 2017, she was not compliant with the regulations relating to the review of quality of care. This regulation requires the child minder to review the service at least annually, taking into account the views of children and parents and to produce a report of that review. The child minder agreed to carry this out as soon as possible.

The child minder managed the resources relating to the service well. She was committed to developing her own skills and knowledge and her training in paediatric first aid, food safety and child protection was up to date. The child minder had successfully completed courses in 'Well being' and a Forest Schools outdoor learning course since the last inspection. Our discussion and observations evidenced that the child minder had put this training into practice effectively. We saw an up to date certificate for public liability insurance. There were records of the actual times children attended each day, which indicated that child: adult ratios met the national minimum standards at all times.

The child minder had very positive partnerships with parents. We found that the child minder worked very closely with parents to meet children's needs. We saw that the child

minder kept parents well informed about events through texts and a secure Facebook page to share photographs of activities and information about the service. We saw that the child minder contacted parents to say she would be in the park after school, so that they could come to the park if they preferred. We saw she had sent a photograph of children enjoying the soft play centre that morning. Feedback in questionnaires and thank you cards indicated that parents were very happy with the service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

At the previous inspection, we notified the child minder that they did not meet their legal requirements in relation to:

- Fire precautions (Regulation 38). At this inspection, we were satisfied that the regulations were complied with. We saw records to confirm that the child minder had conducted fire drills at suitable intervals when children were present.
- Safeguarding Training (Regulation 9). At this inspection, we were satisfied that the regulations were complied with. The child minder had a certificate for Safeguarding training dated 23 January 2018.

5.2 Recommendations for improvement

We recommended that the child minder:

- keep records of the developmental progress that pre-school children make, linked to the areas of learning;
- consider more toys and resources to promote positive role images, diversity and a multi-cultural society; and
- include parental consent forms on children's files for emergency medical treatment, photos, outings, contact with the dog etc.

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 17 July 2019 from 12.25pm until 4pm.

- we spoke to seven children and the child minder;
- observed children with the child minder in the premises, during school pick up and in a park after school;
- inspected the areas used by children;
- looked at a sample of documentation and policies including the last CIW inspection report, the diary of events, three children's records, the statement of purpose, policies and procedures, accident records, electronic records and photographs and the service's quality of care review report dated July 2017; and
- gave feedback to the child minder on the day of the visit.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Nicola Mantegna
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	8am to 5:30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 January 2017
Dates of this inspection visits	17 July 2019
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 children who use, or intend to use the service. We heard some incidental Welsh and saw children had access to Welsh resources. 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.'
Additional Information:	

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