



Childcare Inspection Report on

Sian Stitfall

Cardiff

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Monday, 22 October 2018

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Description of the service

The child minder operates her child care service from her family home in the Llanrumney area of Cardiff. She provides care Monday to Friday, from 7:00a.m. to 6:00p.m. She is registered to care for up to six children at any one time and offers places for children from birth to 12 years. Children are cared for on the ground floor only, with supervised access to an enclosed rear garden. The service is delivered through the English language and does not provide the Welsh language 'Active Offer.'

Summary of our findings

1. Overall assessment

Children are welcomed into a warm, homely environment. They are happy, relaxed and settled in the care of the child minder. Records relating to the service are generally well maintained and kept securely. The environment is suitable for the purpose of child minding with access to all facilities needed. A variety of opportunities to keep children occupied are planned and these develop children's learning. Children enjoy their time with the child minder and her family, as well as going on outings.

2. Improvements

This is the first inspection of this service.

3. Requirements and recommendations

We did not identify any areas of non compliance but we have made some recommendations in relation to some policies, training and improved outcomes for children. More can be found in the body of the report and in section five.

1. Well-being

Summary

Children are happy, settled and relaxed. They have developed friendships and have plenty of play experiences to keep them occupied. At times, children are encouraged to be independent. They are confident and secure in the service and show familiarity with routines.

Our findings

1.1 To what extent do children have a voice?

Children have plenty of choice and they voice their opinions confidently. One child made decisions about how and where he played in the child minder's home. He selected a fire engine and various other items from different areas.. Children are able to move freely between indoors and outside with supervision. One child requested to go outside to play. The child minder took the child to the garden where they spent time playing. Older children requested to do some drawing after school and this was placed on the table for them. The child minder listens and responds to children's requests. She told us that she had bought some specific toys as a result of asking the children what they would like. She also told us that they discuss themes and activities and make a plan based on the children's views, although she does not record these on her activity planning.

Children express their opinions and they regularly contribute to what they do.

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

Children are relaxed and content in the child minder's care. It was evident that a younger child was initially a little shy in our presence, but he sought assurance from the child minder and settled quickly. The child chatted to the child minder and her partner in a relaxed and natural way. It was evident he was comfortable in the home. Older children told us they enjoyed spending time at the child minder's home after school because they had friends to talk to. They told us about their own craft books which they kept at the child minders home and they proudly showed us some of their drawings.

Children feel safe and happy. They have formed attachments with the child minder and made friends with others who attend, which they value.

1.3 How well do children interact?

Children are self disciplined and manage their own behaviour. The children interacted nicely together. During a meal they talked to each other and shared personal experiences, which were listened to by all with interest. They took turns to speak and

waited patiently without interrupting and showing respect for others. Older children are fond of younger children. They told us about the funny things they have done and how they helped to look after them. We saw they were caring towards a younger child present, offering to share some pens and paper.

Children interact well together and show care and affection for each other.

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

Children sustain an interest in the activities available. One child enjoyed playing with a track on the floor for sometime before choosing other resources. They used their imagination and chose to either play alone or together with the child minder. Children's interests are noted and activities are planned with these in mind. One child particularly liked dinosaurs and resources were available to capture this interest. The child was able to match figures to pictures in a book and learn about each one. Informal learning took place through play and routines. For example, they counted together as they returned items to a box, introducing early numeracy skills. Older children prefer time to socialise with each other in a relaxed environment. They told us they enjoyed each others company and it was much better than being at relatives with no one of their age.

Children participate in and enjoy various play opportunities which supports their learning.

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

Children are active and curious learners. They explored the environment freely and enjoyed quieter times to relax. They talked about a range of activities they had previously enjoyed doing such as, arts and craft, board games, outings and making up their own games. Younger children have some opportunities to be independent. For example, helping to tidy away and trying to put their shoes on. Older children tended to relax after school and allowed the child minder to do things for them. They would benefit from having opportunities to be more independent, developing life skills such as helping to collect meals, pouring their own drinks and helping to tidy away.

Children learn through the play opportunities available to them and there are a few opportunities for them to develop their independence.

2. Care and Development

Summary

The child minder has an awareness of the children's individual needs. Policies in place are generally up to date and set out how the service will keep children safe and cater for their needs. The child minder needs to undertake some training to refresh her knowledge and develop her service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children's health is given careful consideration. The policies and procedures in place help to promote children's health and well-being. Dietary requirements are considered and provided for and information on allergens is available. The child minder has previously undertaken a food safety course but this is due to be renewed. Children are encouraged to wash their hands before they eat and individual towels are provided for each minded child to promote good hygiene. We saw sun safety was considered during the hotter weather and the child minder is aware to protect children from the heat. Drinks were frequently offered to children to keep them hydrated although sometimes juice was offered rather than milk or water. The child minder told us this was fruit juice rather than squash and is limited.

Accident, pre-existing injuries and incidents are recorded using appropriate methods. The child minder holds an appropriate first aid certificate and a first aid kit was easy to access in the kitchen. A safeguarding policy is in place and the child minder was aware her child protection training needed renewing. We discussed a variety of situations and experiences relating to the protection of children and the child minder agreed additional training would be beneficial. During feedback she confirmed she had booked on a higher level course for later the same month. Following the training the child minder plans to review her child protection policy and make any necessary changes.

The child minder understands her roles and responsibilities in keeping children safe and healthy and is extending her knowledge by attending additional training.

2.2 How well do practitioners manage interactions?

The child minder uses good techniques to promote positive behaviour. Her practice is in line with her policy to encourage acceptable behaviour. She told us that children were well behaved and if she had any concerns she would discuss this with parents. We saw children respond to phrases such as, lets use 'listening ears' and her requests to keep the noise levels lower while they ate a meal. Clear messages were given about what is or is not acceptable in a manner that children understand. For example, one child went under a table and the child minder explained this was not

allowed because they may get hurt. Politeness was encouraged and children responded to the role modelling of the child minder who used 'please' and 'thank you' frequently.

Effective strategies are in place to promote positive interactions between children.

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

The child minder understands children's needs and plans ahead to meet individual requirements. She gathers information through during the settling in period which helps to identify and plan for the children's specific needs and preferences. She talked in detail about the children in her care, demonstrating she knew the children's likes and dislikes. The child minder keeps basic developmental records in the form of a diary sheets which are shared with parents weekly. The milestones and next steps could be improved in these records as they are not always considered when undertaking observations of the children. The child minder has begun to draw up activity plans and said that these are developing. As an example, they had discussed Halloween and the children have made some requests for activities. The child minder had made some notes on a variety of themes and topics and planned to formalise these.

The child minder provides appropriate opportunities for children's development which are tailored to suit individuals. Activity plans and developmental records are in their infancy but there are plans for these to be improved.

3. Environment

Summary

The environment provides indoor and outdoor play space suitable for children. Equipment and resources meet the needs of those attending. The child minder has established procedures to check the premises are safe and considers potential risks to children.

Our findings

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

The child minder has established a number of routines and developed procedures to follow which help to identify and reduce risk. Records examined found that, an annual gas safety check was complete, relevant insurance was in place and risk assessments had been completed. However, the risk assessments would benefit from a review to ensure they are still relevant and refresh the child minders knowledge of what is in place. Dating these will evidence that there is a checking system in place. A practice fire drill had not been carried out. The child minder explained that the children are familiar with what to do and they discuss the routine frequently. We discussed the importance of carrying out physical fire drills as a practice. The child minder confirmed she had completed this by the time we gave feedback. The business is registered with Environmental Health and areas in the kitchen are kept clean and tidy. Children are supervised well in the garden and kitchen but generally they understood they are not allowed in these areas without permission. The doors to the property are kept locked and keys accessible.

Children are cared for in a safe, clean environment.

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

The child minder has considered the children's needs and provides flexibility. Children are mostly minded in the living room, where they can use a dining area, floor play or relax on the sofas. An area near the kitchen is utilised for storage and small play space and also leads to the garden. Children can access all these areas as the layout offers appropriate space and. The child minder does not allow children upstairs unless they are using the bathroom. Areas are welcoming and comfortable for a variety of activities.

The child minder considers the needs of the children and plans the environment accordingly.

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

Children enjoy exploring areas in the home freely. Resources are set out for children to access easily. They are stored in boxes and on shelves at an appropriate height for children to see what is available. Children enjoy playing in the garden where they have access to sand, water, slide, wheeled toys and other outdoor play resources. The child minder has purchased a range of Welsh resources, musical equipment, audio cd's and games for her child minding business. Appropriate toilet training accessories and a safety gate are present, should these be required for babies and toddlers.

Children have access to furniture, equipment, toys and materials that are appropriate for their age and meet their needs.

4. Leadership and Management

Summary

The child minder is developing her business and learning to adapt to changing situations. She has begun to monitor her service and identified areas for improvement. She is receptive to feedback and keen to develop her practice further. We made some recommendations in relation to operational matters.

Our findings

4.1 How effective is leadership?

The child minder has an awareness of the National Minimum Standards and Child Minding and Day Care (Wales) Regulations. She is a member of an umbrella organisation which she said helps her manage her business. Some documents for the service require updating. In particular the complaints policy and Statement of Purpose (SOP). The child minder plans to add her partner as an assistant to her business. At the time of the inspection he helped to transport children and enjoyed interacting with them but is not left alone with the children.. We discussed the requirements for assistants and the child minder will apply in the near future. We examined a range of documents and found these were organised and kept secure. Children's records were detailed and contained appropriate information. Registers of attendance are recorded in 3 separate areas, a white board, diary and formal registers. Times of attendance are included as required by the regulations.

The child minder is keen to follow best practice and manages her business well to ensure she keeps up to date with changes.

4.2 How effective is self evaluation and planning for improvement?

The child minder is aware of the importance of self reflection. Throughout the child minder's first year she has had some challenges and learnt from these. The quality of care review is now due and she plans to undertake this in the coming months. She gave examples of areas she would like to develop such as purchasing a laptop to help with the business and changing the access to the garden which will offer free flow play to children and better supervision. She has already purchased a larger vehicle to help with transportation of children. A complaints policy is in place but no complaints had been received.

The child minder is developing self evaluation techniques and has an awareness of how to monitor the service and make improvements.

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

The child minder has established suitable routines and manages her time well. We saw she was organised and prepared for the day ahead and able to tell us the plans for the rest of the week. She does not employ any assistants or take students. Disclosure and Barring Service checks are in place for household members and she is aware of when these need to be renewed. Contingency plans are in place should the child minder need them in an emergency and parents are made aware of these. Resources are well managed and the child minder plans ahead for children's needs to ensure she has everything she may need.

The child minder has established systems in place to help her manage her service well.

4.4 How effective are partnerships?

Relationships with parents are good. The child minder spends time with children and their families before their contracts start. This helps her to identify particular preferences and requirements. All parents are provided with copies of policies for them to refer to. The child minder uses some local facilities in the area and children spend plenty of time in the local library which helps them develop an awareness of what is available in their community.

Children benefit from the good relationships forged with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were discussed:

- Refresh child protection training and consider achieving a higher level qualification to increase awareness and ensure the most current guidance is reflected within the Safeguarding policy;
- developmental records for children could include more specific details and identify the next steps in their learning;
- consider ways of increasing independence, in particular for older children attending the service;
- renew food safety training, ensuring the most up to date guidance is applied to practice;
- ensure practice fire drills are practised regularly;
- review and update the Statement of Purpose (SOP) to include details of the child minding assistant and send to CIW. (This should be completed 28 days before the change, wherever possible);
- the Complaints policy should be amended in relation to how CIW deal with concerns and contact information;
- register the service with the Information Commissioners Office and
- review the risk assessments in place for the service, ensuring they are accessible and monitored.

6. How we undertook this inspection

This was a scheduled full inspection undertaken as part of our normal schedule of inspections. One inspector carried out an unannounced inspection of the service although we telephoned the child minder shortly before arriving to ensure she was home.

We:

- spent approximately five hours with the child minder;
- observed the child minder's practice and interactions;
- we spoke to the child minder and the children present about the service;
- we reviewed all information held by CIW;
- we considered information shared by the local authority about the service;
- we examined a range of documentation including, policies, procedures, daily records, several children's files and other relevant records maintained as part of the service and
- we undertook a visual inspection of the areas used for minding and
- we provided formal feedback over the telephone on 14 September 2018.

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

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Sian Stitfall
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	7a.m. – 6p.m. weekdays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection of this service
Dates of this inspection visit	13 September 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?	<p>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. <i>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i></p> <p>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>'.</p>
Additional Information: The child minder is in the process of applying to add her partner as an assistant.	