



Childcare Inspection Report on

Katie Giles

Hengoed



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Description of the service

Katie Giles is registered with CIW (Care Inspectorate Wales) to provide care for six children under 12 years of age. She operates from her family home which is located, Penpedairheol, Hengoed and lives with her husband and their two children who are both under 12 years of age. Her hours of operation are 6am to 8pm everyday of the week, including weekends. Care is provided through the medium of English with some introductory Welsh.

Summary of our findings

1. Overall assessment

The child minder is conscientious and hard working and very motivated to develop her service. Record keeping is generally well maintained and she is proactive in continuing her own professional development in order to provide good outcomes for children. Child minding areas are clean, very well resourced and generally well maintained. A stimulating play room in which children can play, learn and be safe has been developed for children.

2. Improvements

This is the first inspection of the service since it was registered in July 2017.

3. Requirements and recommendations

The child minder is meeting all of her legal responsibilities. We have made some recommendations to improve outcomes for children and parents. These were mainly confined to the record keeping element of the service and to specific points within the conservatory that have been highlighted within report.

1. Well-being

Summary

Children are encouraged to make choices and develop their independence in line with their age and stage of development. They feel safe and happy, responding positively to the child minder and the other children at the service. Children are confident to express themselves and move around the environment with ease. They engage well in their play and show interest in what they choose to do. Children present as happy and settled at the child minder's home.

Our findings

1.1 To what extent do children have a voice?

Children are able to make decisions about what they want to do and are encouraged to express themselves. The child minder plans activities but she told us that these will often change to take into account the changing needs or interests of the children. We heard plenty of examples of the child minder asking the children what they would like to do and giving choices to children who were unsure or new to the setting. Children's feedback is sought and we were told that this will be considered during the annual quality of care review.

Children have the opportunity and are given the time to express themselves and their preferences are respected.

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

Children are relaxed with the child minder and explore and play with ease. Pre verbal children were happy to approach her and include her in their play. They sought cuddles and comfort from her and were happy, smiling and babbling whilst they played. We saw that children new to the service had settled well and were establishing a good relationship with the child minder. We heard the child minder give praise and recognition for their good behaviour and concentration. They were visibly pleased with this interaction and very settled at the service.

Children are supported to feel happy, safe and contented at the setting.

1.3 How well do children interact?

Children are learning valuable social skills enabling them to share and co-operate with their friends. We saw the children learning to share and take turns supported by the child minder. We saw that older children were very considerate of younger children and were inclusive and kind. The child minder treated children with patience and children copied this behaviour, speaking respectfully to one another. We heard one child say that "X is good. She helped tidy up!". The children listened to the child minder and responded appropriately to her requests. The atmosphere remained relaxed and calm throughout the inspection.

The children interact well and are learning how to conduct themselves within social situations.

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

Children are enthusiastic about their play choices and engage well with the activities available. We saw the children enjoying a number of activities including wooden puzzles, arts and crafts and small world play. They were very engaged in all of the activities and did not become bored or frustrated. Resources were sufficiently interesting and exciting which encouraged children to play for extended periods of time. We saw that one child really enjoyed learning about the time with a wooden clock puzzle which they did with the help of the child minder. They concentrated upon this for a good period of time.

Levels of engagement are good and this helps children to develop skills of focus and concentration which will support their learning.

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

Children are given opportunities and encouraged to develop their independence skills in line with their age and stage of development. We saw that the child minder encouraged children to accomplish things for themselves and children, for example, they understood that everyone helped tidy up after they had finished playing. We saw that children were encouraged to wash their hands after using the toilet and before eating and supported to develop good hygiene habits.

The child minder encourages children to learn skills to promote their independence and build self esteem.

2. Care and Development

Summary

The child minder has skills and experience of working with children as she worked within a breakfast club and as a teaching assistant within a local primary school for 13 years. She undertook a CACHE level 3 Introduction to home based child care course and later registered as a child minder in 2017. She has satisfactory systems in place to keep children safe and healthy whilst in her care although we have made some recommendations to further develop these. She is able to plan interesting activities to promote children's learning and manage their behaviour effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children benefit from good health and hygiene practices and the child minder promotes their safety to a sufficient standard. The child minder is aware of her responsibilities to provide a safe, clean environment for the children and had registered with the Food Standards Agency, which is required for all businesses that provide food to members of the public. She encouraged healthy eating, knew children's dietary requirements and any intolerances and enabled children to have easy access to water or diluted sugar free squash throughout the day to ensure children remain hydrated. We have discussed that she informs parents of any allergens that are contained in the food, drinks or play resources that children encounter in her care. We saw safety equipment in place and the child minder holds a current First Aid certificate and Disclosure and Barring Service (DBS) checks had been completed on herself and her husband. During the inspection a child was afforded privacy when the child minder took them to a separate room to change their nappy and we noted that she washed her hands afterwards. We discussed hand drying procedures for children so that they have individual hand drying towells, in line with All Wales Guidance, which she said she would do promptly. We also recommended that she refresh her safeguarding training so that she is more confident about procedures to follow should a child protection issue arise and increase the number of fire drills undertaken and recorded with children.

Children are kept safe and healthy but some working practices needed to be further embedded into the service.

2.2 How well do practitioners manage interactions?

Children are cared for by a child minder who has a patient and calm manner and who promotes positive behaviour sensitively and consistently. The child minder had developed a very clear, informative behaviour management policy and we saw that she managed children's behaviour in ways that were suitable for their age and understanding. She gently encouraged children to share, take turns and say please

and thank you. She implemented strategies to support children so that behaviours were controlled, thoughtful to others and socially acceptable. Children have lots of input about their play options and this ensured that they did not become bored or frustrated. They were praised, given lots of one to one attention and treated with kindness and respect. She was observed encouraging the child to speak throughout the inspection visit and that she has confirmed that she is able to use basic Welsh. The child minder has clear effective strategies for managing children's behaviour.

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

The child minder knows the children well and plans suitable activities to promote their play and learning. Due to her background in primary education she has a good understanding of Foundation Phase Planning and learning through play which she demonstrated in discussions with us and her interactions with the children. Children are active, positively occupied and stimulated. The child minder provides a good range of toys that build different skills for each age group. She interacted well with the children throughout the inspection and sat on the floor to play with them. We heard her alter her language so that it was age appropriate for children encouraging younger children to make the sounds of the animals they were playing with such as 'oink oink' and 'moo moo' whilst using more complex sentence structure with older children. She planned a variety of activities so children could enjoy a range of experiences and we saw photographs of children playing at the beach, soft play, baking and visiting the library. She told us that she provided activities which helped promote children's understanding of different cultures and we saw that these multi cultural resources were easily accessible for the children. It was also evident through discussion that she was aware of children's developmental milestones and had started developmental files for pre school children.

The child minder is able to meet children's individual needs and promotes children's all round development.

3. Environment

Summary

The service is clean, light and spacious. All child minding areas are situated on the ground floor so children have easy access to toilet facilities, the garden, lounge, kitchen and dedicated playroom. The home is very well maintained and is generally safe for child minding purposes. However, not all hazards and risks to children have been identified and risk assessments for all areas need to be reviewed.

Our findings

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

Children's safety is sufficiently promoted within the premises because the child minder is vigilant and supervises children closely. She stated that she undertook daily visual checks and was able to show us risk assessments for child minding areas. Risk assessments were thorough and identified risks and any actions required, for example, 'shed secure, lock fitted'. However, some risk assessments needed to be reviewed as they had not been updated to take into account emerging risks, for example, the child minder had purchased a hot tub, for personal use, since registration. We also discussed that whilst she had put stickers on patio doors these were situated above child height and would not easily be seen by children and would not act as a sufficient deterrent to prevent them running into a closed door. We also noted that the cat litter tray, cat food bowls and the calor gas fire was present in the conservatory. These items were highlighted during the registration inspection and the child minder was advised to remove them during child minding sessions. We have since had confirmation that these issues have been addressed.

The environment is generally safe for children but risk assessments need to be reviewed.

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

The child minder ensures the home, both inside and outside is clean, secure and welcoming. The front door was kept locked, with the key out of reach of the children. The dedicated playroom is well decorated, bright and airy and we saw that it was well resourced with good quality toys within easy reach of the children. As she was due to care for younger children she told us that she had already identified that she needed to invest in more toys for babies and would be doing this before they started at the service. The layout of the rear garden and conservatory provides children with extra space to play and learn and we saw that safety gates were in place to ensure the safety of children. The child minder also explained that children go out regularly to local parks and playgroups and that she ensures that children have daily opportunities for outdoor play and physical exercise.

The child minder ensures the environment is suitable for children and supports their independent play and creativity.

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

The range and quality of resources and equipment is of a high standard and can meet the needs of the children. Toys and equipment are well maintained and appropriate for the age and developmental range of the children being cared for. We saw that multi cultural toys were available and Welsh resources were available to promote the Welsh language. We were told that toys are deep cleaned regularly and that any broken toys were immediately removed.

There are enough toys and resources of a sufficient quantity and of a suitable quality to ensure that the needs of the children are met.

4. Leadership and Management

Summary

The child minder is motivated to ensure the service is efficiently managed and is compliant with the relevant regulations and national minimum standards. However, as this is her first year of child minding she is aware that there are still some management issues of the service that need to be embedded into her practice and more attention is needed with some record keeping.

Our findings

4.1 How effective is leadership?

The child minder is conscientious and professional in her approach and keen to provide an effective service for the families she serves. The current statement of purpose needs to be updated as it states that “although I am registered for 8 children I will not exceed more than 6 children under the age of 8”. However, she is registered for six children under the age of 12 years and of these six children this number will include her own children when they are present. We discussed this with the child minder who acknowledged her misunderstanding and said that she would consider putting in a variation to increase her numbers to eight children. Other paperwork was well organised and these along with her policies and procedures were made available to parents. As she has family pets we discussed adding a pet policy to her records. Contracts were shared with parents setting out the expectations of both parties. Parents were also requested to sign specific permissions including permission to seek medical intervention in an emergency.

Parents who use the setting can be satisfied and assured that the setting is generally well run.

4.2 How effective is self evaluation and planning for improvement?

The child minder is keen to provide a consistently good service. As the child minder had been operating for under a year, an annual quality of care review had not yet been completed. We discussed methods of consulting with parents and children in order to obtain feedback for her review and subsequent report. She explained that she had sought verbal feedback from parents and would reflect young children’s feedback from her observations of their responses. She was made aware that the review needed to be completed by the end of September 2018 and annually thereafter.

The child minder is mindful of her own professional development and is motivated to continually improve her service and keep up to date with child care practices.

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

The child minder organises herself and her resources well so that she is able to meet the needs of the children and concentrate fully upon their care. She does not employ any staff. All required training had been completed. Contracts were in place with parents and they were kept well informed of the care their child received. There are

designated emergency back up persons which the child minder could call upon, if the need arises.

The child minder meets the necessary standards and provides a consistent and reliable service to the parents and children she works with.

4.4 How effective are partnerships?

The child minder values her relationship with parents and understands the need for clear and effective communication with them and other professionals. She ensured that she understood the children's need, likes and dislikes before they started at her service. In order to help children settle with her and begin to form strong attachments, the child minder provided settling in visits so they could get to know her at their own pace. She clearly had a good understanding about each child's needs but this knowledge could be reflected within the 'All about Me' records that she has. The child minder said she had daily diaries for young children which recorded details about each child's activities, diet, sleep pattern etc but that at present parents had stated they preferred verbal feedback which she did at end of every session. The child minder was mindful of confidentiality regarding the sharing of pictures and information with parents and stated that she had contacted the Information Commissioner's Office (ICO) and been informed that she did not need to register with them. She had also informed parents of General Data Protection Regulation legislation regarding information she held on their children. She had not received any concerns or complaints about her service since it has been in operation.

The child minder is able to build good working partnerships and has a good understanding of how this benefits the children in her care.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Update risk assessments of conservatory area and outside area risk assessment to include hot tub;
- complete a pet policy;
- undertake more regular recorded fire drills with children;
- complete quality of care review and send report to CIW;
- update statement of purpose;
- review hand drying procedures;
- refresh child protection training;
- cat litter box and pet food bowls should be stored out of reach of minded children;
- the Calor gas fire in the conservatory must be removed when minded children are present and
- inform parents of allergens.

6. How we undertook this inspection

This was a full inspection of the service. One inspector undertook unannounced visits on 07 August and an announced visit on 08 August 2018. We observed the children and the care they received and gave feedback to the child minder regarding the findings of the inspection. We collated information through:

- Discussion with the child minder;
- observations of care practices, interactions between the child minder, and children and of the activities undertaken;
- a visual check of the premises;
- inspection of records available including risk assessments, accident and incident logs, policies and procedures and
- information held by CIW.

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	Katie Giles
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	6am to 8pm Monday - Sunday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 July 2017 (Registration)
Dates of this inspection visit	21 August 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. We recommend that the service provider considers Welsh Government's More 'Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information: The child minder is considering increasing her registered number of children she is able to care for, from six to eight children. This would enable her to care for six minded children plus her own two children who are both under twelve years of age.	