



Childcare Inspection Report on

Kayleigh Northover

Caerphilly



Date of Publication

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Description of the service

Kayleigh Northover is a newly registered child minder. She is registered with Care Inspectorate Wales (CIW) to provide care for up to six children under the age of 12 years. She operates her service from the family home located on a new housing development close to the centre of Caerphilly. She provides flexible care, including after school and holiday provision. The service is open from 7.00am to 6.00pm, Monday to Friday. It is an English speaking service with incidental Welsh introduced through play.

Summary of our findings

1. Overall assessment

Outcomes for children are positive in relation to their well-being and they benefit from a good selection of play and learning opportunities to promote their all-round development. They receive responsive care from a child minder who supports them well. The property is well maintained, clean and offers a 'home from home' environment, with effective health and safety measures in place to ensure children's safety. Leadership of the service is appropriate and there are some effective record keeping systems in place.

2. Improvements

This is the first inspection post registration.

3. Requirements and recommendations

We have made recommendations under the care and development, environment and leadership themes. These recommendations are outlined in the body of the report and summarised at the end.

1. Well-being

Summary

We found that children are happy and settled. They enjoy a good selection of different play experiences to promote their development. Firm friendships are forming between children across the age range and they are safe and valued.

Our findings

1.1 To what extent do children have a voice?

Children's opinions are considered and that they are comfortable to speak up. Children have requested additional resources and the child minder has acted on this. Older children told us that their views are taken into account and the child minder listens to what they have to say. We observed children selecting their own toys and playing independently. They spoke confidently to express what they wanted to do regarding food preferences and play.

Children have a voice in the service and are confident to make their wishes known.

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

Children are safe and secure in a 'home from home' environment. We found that children attending the service are happy and look forward to attending. It was evident that bonds of affection have developed with the child minder as they approached her for reassurance and comfort. We observed them happy and at ease throughout our visit and they showed pride in the toys they were playing with. Older children were familiar with routines and made themselves comfortable on arrival from school, settling down quickly to play with their friends.

Children are happy and secure in the care of the child minder.

1.3 How well do children interact?

Children have good opportunities to develop their social skills and build friendships with their peers. We found that younger children played appropriately side by side on the floor, and chased each other around the room, laughing as they did so. Children across the age ranges were comfortable around one another and shared resources. Older children told us that they enjoyed playing with their friends and enjoyed attending after school. They worked together to set up resources so they could play with each other, chatting together as they did so.

Children have good opportunities to interact with their peers and develop positive friendships with each other.

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

Children enjoy positive age appropriate play and learning experiences. We saw that children engaged in interesting activities that captured their imagination. A group of older children sought out a particular toy and proceeded to play together chatting and making up stories as they went along. Younger children were equally engaged in play

with small toys, including an activity box that involved them picking out objects from behind doors and returning them. They also showed an interest in books, touching the different textures and lifting up the flaps to uncover an assortment of animals.

Children have good opportunities to play and learn. This makes their time at the service enjoyable and interesting.

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

Children are developing their skills in line with their age and stage of development. We found that play was largely unstructured and self-directed, enabling children to focus on their specific interests. We observed them accomplishing things for themselves, such as finding resources independently. Younger children had the opportunity to feed themselves to facilitate their self-help skills, and equipment such as pens and pencils were available so they could practise their fine motor skills. Older children were independent in line with their age and accessed toilet facilities independently and with confidence.

Younger children are learning new skills in preparation for more formal education and older children are confident to play independently with one another.

2. Care and Development

Summary

The child minder fosters a warm atmosphere in the home to facilitate children's play and learning. She has an awareness of children's individual needs, although currently there is no established system for planning and recording children's development. She ensures that appropriate procedures are in place to keep children safe and healthy.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is mindful of children's safety and health needs. There were appropriate policies in relation to safeguarding and medication, although records showed that she has not yet administered medication to minded children. We observed appropriate practice in relation to infection control and individual towels / paper towels are available for hand drying to reduce the risk of cross infection. There are coloured chopping boards for the preparation of different food products to minimise the risk of cross contamination. The child minder is registered with Food Standards, and uses The Safer Food, Better Business for Child Minders booklet to inform her practice, although she was not aware of the Public Health Wales Infection, Prevention and Control for Childcare Settings (0 – 5 years) document.

The child minder has appropriate policies and procedures to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder has a gentle and calm approach when supporting children. She acts as a good role model treating them respectfully and spoke to children in a quiet manner. She used praise to acknowledge children's efforts and accomplishments, and this supports their self-esteem and fosters a positive atmosphere in the home. We saw that the child minder had a biting policy and behaviour management policy. The biting policy was appropriate and outlined how the child minder deals with this issue. The behaviour management policy also outlined the range of strategies used to support children's social behaviour. One strategy involves the use of time out, but there was no clear rationale regarding the age range of children it would apply to.

The child minder supports children's social behaviour positively.

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

The child minder promotes children's play and learning appropriately, although planning and development records have yet to be established. However, there are scrapbooks of children's work that the child minder returns to parents every three to four months. Children's likes, dislikes and routines are recognised and the child minder understands the importance of children being able to self-direct their play, whilst still supervising them closely. She was mindful of children's daily routines and

responded quickly when a child became tired. She also prepared children before undertaking intimate care tasks, so they were aware when their nappy was going to be changed. The weekly routine includes regular outings to playgroups to widen children's social experiences.

The child minder promotes children's individual needs, but planning records and observations of children have yet to be established.

3. Environment

Summary

The home is inviting, well maintained with a good standard of décor. Appropriate safety measures are in place to ensure the environment is safe and suitable for minded children with a good selection of play and learning resources.

Our findings

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

The child minder considers children's safety and has appropriate safety measures in place. We examined safety documents and records and found that there were current gas safety checks, and regular fire evacuation drills. Safety measures, such as mains connected smoke detectors on the ground floor and safety gates are in place, and the home was secure to prevent unauthorised access. The child minder has purchased a fire blanket that is currently stored in a kitchen cabinet, rather than on a kitchen wall. Unnecessary risks to children have been identified, and as far as possible eliminated. The back garden is currently not in use as it is unsafe for children due to building work. The child minder was aware of the need to identify hazards and assess this area before children next use it.

The child minder has effective safety systems in place to ensure children's welfare.

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

The home is decorated to a high standard, offers good natural light and provides sufficient space for the number of children the service is registered for. There is comfortable seating and a dining table and chairs in the kitchen for snack time and table top activities. The layout of the living room gives children easy access to resources so they can locate toys without the need for assistance. The downstairs toilet facilities are located off the living room, giving children easy access to promote their independence. Both the kitchen and toilet facilities were tidy, clean and in good working order.

The child minder offers children a welcoming and well maintained home for play and learning activities.

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

The child minder has some good resources and overall children have access to furniture, toys and equipment suitable for their needs. Toys viewed were suitable for the age range of children who attend the service, although there were a limited number of cultural resources to broaden children's understanding of the world around them. The child minder was aware of this and has already been online to research what is available. Toys we examined were in good condition and there were sufficient high chairs for the number of younger children who attend and a travel cot for sleep

time. Older children told us that there were sufficient resources to maintain their interest.

The toys and equipment available are of good quality, but there is room for improvement in relation to the range of cultural resources on offer.

4. Leadership and Management

Summary

The child minder is newly registered with CIW and is making progress in relation to developing her record keeping systems. She is keen to make improvements and demonstrates an understanding of her responsibility to operate her service in line with regulations and National Minimum Standards.

Our findings

4.1 How effective is leadership?

The child minder is establishing appropriate record keeping system to ensure the smooth running of her business. She has a vision for her service and the statement of purpose reflects this. It provides parents with relevant information about the service and the facilities on offer so they can make an informed choice about its suitability for their child. Documents and records were well organised. There was current liability insurance, and records of children's attendance and contracts were maintained to a good standard. The child minder has developed a good range of policies, although as they were not dated, it was difficult to establish when they were last reviewed.

The child minder runs her service in an effective manner.

4.2 How effective is self evaluation and planning for improvement?

The service has been operational since March 2018 and the child minder has yet to review her service or produce a review report. In conversations with us, she demonstrated an understanding of her responsibility to evaluate and plan for improvements, and to consult with both parents and children as part of this process. At the time of the inspection visit the child minder was considering how best to achieve this, and discussed forwarding questionnaires to parents/children to gather their views on the service. She understood that a review of quality of care report would need to be produced following this.

The child minder is aware of her responsibility to evaluate and plan for improvements to her service and produce an annual review of quality of care report.

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

Although she has been a registered child minder for a short period of time the child minder is an experienced child care practitioner and prior to registering with CIW she worked in a nursery. She has suitable child care qualifications including a Level 3 CACHE child care qualification, as well as current safeguarding, food safety and paediatric first aid training. We saw that Disclosure and Barring Service (DBS) checks were up to date for all persons over 16 years of age residing on the premises and these records are securely stored. Whilst the child minder does not employ an assistant, her mother, who is also a registered child minder is available to provide cover should an emergency arise.

The child minder manages her time and service effectively.

4.2 How effective are partnerships?

The child minder is establishing partnerships with parents who use her service. She communicates with parents when they drop off and collect their children. She also speaks or texts parents during the day to keep them informed about their child's routines, and we witnessed this during the inspection. She provides parents with a copy of the statement of purpose and informs them that additional service documents are available to view. She has a secure social media site that parents can access for additional information about the service and as stated earlier, children's work is sent home to parents on a regular basis. CIW has received one parent questionnaire. It indicated that the parent was very happy with the service provided by the child minder and the care given to their child.

The child minder is building positive relationships with parents who use her service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure that service documents are dated so it is clear when they were last reviewed and develop the behaviour management policy to explain the rationale for using 'time out' as a strategy;
- review the service within one year, consult with children and parents as part of this process and produced a review of quality of care report;
- ensure that the outdoor space is safe before children next use this area;
- review the location of the fire blanket;
- consider implementation of Public Health Wales Infection, Prevention and Control for Childcare Settings (0 – 5 years) document;
- introduce planning records and observations of children to identify the next steps in their development and
- consider additional cultural resources to extend children's understanding of the world around them.

6. How we undertook this inspection

This was a full, post registration inspection carried out by one inspector, as part of our normal schedule of inspections. The child minder was informed of the inspection shortly before our arrival as we telephoned her for directions to her home. As part of the inspection process we:

- Visited the service for approximately four hours over two days;
- we spoke to the child minder and six minded children;
- observed care practice and interactions between the child minder and children;
- examined service documents and records including safety records, the policy file and service contracts;
- completed a visual inspection of rooms used for child minding purposes;
- reviewed information held by CIW including one parent questionnaire and
- fed back our findings to the provider at the end of the inspection.

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	Kayleigh Northover
Registered maximum number of places	6
Age range of children	0 – 9 years
Opening hours	7.00am to 6.00pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection post registration
Dates of this inspection	06 February 2019 and 07 February 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. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words strategic guidance for Welsh language in social care.'</i>
Additional Information:	

No noncompliance records found in Open status.