



Childcare Inspection Report on

Katie Ross

Barry



Date Inspection Completed

16/07/2019

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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

The child minder operates her service from her home on a housing development in Barry where she lives with her husband and young son. She is registered to care for a maximum of eight children aged under 12 years. The service is conducted through the medium of English.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Overall, we found that children experience a good standard of care. They enjoy their time and are happy to attend. Children are confident to explore, express their feelings and ask for help. The child minder is very experienced in caring for children and provides nurturing care. Resources are age appropriate, and she has a number of policies and procedures in place to keep children safe. Children benefit from an environment that encourages them to make independent choices and that promotes their play, learning and development. The child minder has developed good partnerships with parents and leadership and management of the service is generally strong because the child minder is well organised and receptive to advice.

2. Improvements

This was the first inspection of the service since it was registered.

3. Requirements and recommendations

We discussed further development of the service by increasing the use of the Welsh language and considering information in the updated Welsh Government Food and Nutrition Guidance for Child Care Settings. Reference to these matters can be found in the report and summarised under Section 5.2.

1. Well-being

Good

Summary

Children have a strong voice. They are very settled and happy and enjoy their time at the service very much. They find the range of activities and play experiences interesting and exciting. Children express themselves confidently and have a strong voice. They play happily together and interact well with each other and the child minder.

Our findings

Children express themselves well and can communicate their needs in a variety of ways, including non-verbal methods. Children make appropriate choices and decisions because they are aware of the options available to them. They could access and play with toys of their choice. At lunchtime, a child indicated that they had changed their mind about wanting to finish their food. The food was returned for them and they finished it in their own time. They were also able to choose what fruit they wanted for dessert.

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. They were happy and confident to approach the child minder, to ask for something and were keen to interact with her, and include her in their play. We saw the children smiling, laughing, and making the noise of their favourite fire engine. Even though children were young, they were clearly familiar with the play areas and moved between rooms confidently. They were settled into their routine and after tidying up, they went for a nap, going to sleep quickly, showing they felt safe and secure.

Children are learning to co-operate, take turns and share, as well as becoming sensitive to the emotions of others. The children played together very well. They interacted appropriately and in line with their age and stage of development. The children happily interacted with the child minder throughout our visit and were receptive to her direction and distraction when they disagreed over a toy. At snack time, children were learning to say please and thank you, mainly without prompting.

Children are interested in the play-based activities, which are very much led by them. They are young but enjoyed playing with their favourite vehicles and building models from blocks, supported by the child minder. Children also benefit from regularly being outside in the fresh air, such as regular trips to the park and local facilities. They had been to a lake and park for the morning and returned with natural resources they had collected for their dinosaur tray.

Children are developing their confidence and independence. They are encouraged to do things for themselves, such as eat their lunch, and are given time to carry out their chosen activities. Children have opportunities to undertake a variety of different play activities designed to develop a variety skills. They are able to extend their play because the child minder is always on hand to provide assistance if needed. They enjoyed helping the child minder tidy toys away and were pleased with the praise they received, smiling broadly.

2. Care and Development

Good

Summary

The child minder is experienced in childcare and been child minding for a year. She has developed good systems and procedures to ensure that she can keep children safe and healthy. She is confident and competent, and during her childcare career, she has attended a good range of training to keep her practices and knowledge up to date. She manages interactions well and promotes children's play and learning effectively.

Our findings

There are mostly good systems in place to promote the health and safety of children. The child minder understands her responsibility to protect children and her safeguarding policy includes reference to the Prevent duty. She is clear about her duty to refer any concerns relating to the welfare of children to the appropriate authority but has not undertaken formal training in safeguarding for a number of years. The child minder provides lunch and snacks and is committed to support children to develop healthy eating habits. She has a certificate in food hygiene. We discussed the new Welsh Government Food and Nutrition guidance and she agreed to consider this for her service. She spoke confidently about how she deals with dietary requirements, including managing children with food allergies. There is an effective system in place to record accidents and incidents and the child minder has an appropriate First Aid certificate.

The child minder has a consistent approach to managing the interactions and behaviour of children. There are some home routines and rules in place which children were familiar with. There is a clear behaviour management policy outlining how instances of unacceptable behaviour are managed. The child minder gives clear directions to children in a way they will understand. For example, she explained how they were going to have lunch, play and then sleep, so they were clear about what to expect. The child minder used positive intervention strategies to handle any minor squabbles over toys. She praised good behaviour. Children responded well to her techniques.

The child minder knows the children well and plans ahead to meet their individual needs. She provides care that is child centred and we heard her consistently chatting to the children, explaining what she was doing and checking their understanding as they went along. For example, "is it time for a nap...shall we walk up the stairs together? Is that ok? Yes? Great." We saw that the child minder was responsive to children's attempts at communication, repeating what they said so they could learn the correct way to say words. There was good eye contact and questioning to help understand what the child wanted or needed and she spent much of her time at the child's level. This supported children to

engage and expand their thinking and learning skills. The child minder has a system in place to track children's development and she plans activities to cover all areas of the Foundation Phase Principles, including multicultural events. We did not hear any Welsh language spoken, but displays in the playroom included the Welsh language. We discussed the Welsh Government's Active Offer policy and although the child minder is not able to provide the service through the Welsh language, she agreed to consider how she could promote the language by introducing some words and phrases into the daily routine.

3. Environment

Good

Summary

The child minder's home is safe, secure and suitable for minding. Areas used for child minding provide good facilities for home based child-care. She has considered the needs of the children and purchased a variety of resources to support these. The rear garden is in the process of being renovated so was not in use on the day of the inspection. Routines for cleaning and monitoring the safety of the environment are well established.

Our findings

The environment is safe, clean and secure. There are written safety guidelines in place for identifying and minimising risks and the child minder spoke knowledgeably about safety matters. There are a number of safety precautions in place such as safety gates, cupboard locks and a fire blanket. The home is kept secure with doors locked and keys kept in a safe but accessible place. A record of visitors to the service is maintained. There are written safety logs for smoke alarm tests and records evidence that fire drills are undertaken regularly. During the inspection, the child minder revised the fire evacuation procedure to ensure she had considered how this would be operated if children were asleep upstairs.

The child minder has modified her home to ensure that it is suitable and meets the needs of the children she currently cares for. There is plenty of space in the lounge, playroom for children to enjoy a good number of activities. The kitchen/dining room provides facilities to eat and for messy play. Children who need to sleep do so in a cot in an upstairs bedroom, and this had been risk assessed, with suitable monitoring arrangements in place. The toilet is located upstairs and there are suitable facilities for hand washing. Children present were in nappies, which the child minder changed appropriately in the lounge. The rear garden is secure and we were told it is used regularly, although it was not currently being used as it was being renovated. The child minder told us they went out on a daily basis to ensure children had opportunities to have fresh air and exercise.

A very good selection of toys and resources are easily accessible to children. These are organised in storage units in the playroom and arranged so only age appropriate toys are at a low level. She has appropriate equipment such as high chair and travel cot. We discussed the use of car seats for children and the child minder was clear regarding the law. She confirmed that she had a number of different seats and that she had systems in place to ensure that appropriate car seats were always used.

4. Leadership and Management

Good

Summary

The child minder is motivated and open to new developments as a means of promoting positive outcomes for children and their families. She has good organisational skills and maintains all the required records and documentation effectively. She is reflective and committed to reviewing her service to ensure any improvements are identified and implemented. Policies and procedures are well written. The child minder has developed good relationships with parents.

Our findings

The child minder has a vision for the service and this is shared clearly in her Statement of Purpose. She has good understanding of current best practice relevant to her service. She is reviewing policies and procedures to reflect changes to legislation such as the General Data Protection Regulations (GDPR). A number of relevant policies and procedures are in place and we saw that parents are provided with this information prior to their children starting, to enable them to make an informed choice about using the service. We looked at a sample of operational records including contracts with parents and attendance records. All required information was recorded and kept updated.

The child minder is reflective and has an effective system in place for reviewing her service. She values feedback from parents and children. She has been operating for almost a year and has sought parents views regarding the service she provides in order to include this information in her annual quality review of her service. The child minder is aware of the requirement to provide self-evaluation information to CIW as requested. A complaint policy is in place. The child minder was keen to hear our views as part of the inspection and demonstrated she valued recommendations that can help improve the service. She was receptive to advice and took steps to address most of the recommendations we discussed during the course of the inspection.

The child minder currently works alone and manages her time well. She has contingency plans in place to cover her in the event of an emergency and is about to discuss and agree these with parents. We saw that she was organised and had planned the activities well on the day we visited. This had included collecting natural materials from a park to put in the dinosaur tray. She prepared and served lunch to the children while providing them with support and supervision. All adults living at the home have a valid Disclosure and Barring Service (DBS) certificate to confirm their suitability.

Partnerships have been developed that are effective. The child minder provides comprehensive information about the service to parents and speaks to them daily regarding their child's care, providing written information and sharing photographs via secure social media as well. She makes good use of local facilities and play spaces, which develop a

sense of ownership in the community. The child minder is also committed to working in partnership with other professional agencies if required, to ensure children's welfare is promoted.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Consider ways of introducing the Welsh language to support children's learning and development; and
- consider the Welsh Government Food and Nutrition Standards for Child Care Settings

5. How we undertook this inspection

This was a full inspection, undertaken as part of our normal schedule of inspections:

- We reviewed information held by CIW;
- one inspector completed one visit to the service;
- observations were carried out indoors to capture evidence of the minded children's engagement and the care provided;
- we undertook a visual inspection of the premises;
- we looked at a range of records including contracts with parents, statement of purpose and several policies and procedures;
- we provided feedback to the child minder at the end of the inspection visit; and
- we considered information provided to CIW by the child minder during the course of the inspection.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Child Minder
Registered Person	Katie Ross
Registered maximum number of places	8
Age range of children	6 weeks to 12 years
Opening hours	Generally Tuesday to Friday, 7.30am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection of the service
Dates of this inspection visit(s)	16 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?	<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: None	

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