



Childcare Inspection Report on

Michelle Hurley

Cardiff



Date of Publication

16/08/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk You must reproduce our material accurately and not use it in a misleading context.

Description of the service

The child minder operates her service from her home in Cardiff, where she lives with her family. She currently has seven children on roll and is registered to care for ten children under 12 years at any one time. Child minding is offered Monday to Friday between 7:30am and 5:00pm throughout the year. Children have access to all areas of the home. Care is provided through the medium of English, with the use of incidental Welsh. During our inspection visit there were two children present under the age of five years.

Summary of our findings

1. Overall assessment

Children attending this service are happy and they enjoy the activities on offer. The child minder plans a good variety of activities for them, based on the children's ideas and input. Her home is clean and tidy and there is a good supply of resources and equipment in place, which are maintained to a high standard. However, improvements need to be made to the overall operation of the child minder's service, to ensure that processes and paperwork fully safeguard service users and reflect the good quality of care that the child minder provides.

2. Improvements

Four areas of non-compliance were identified at the child minder's previous inspection. She has addressed three of them to meet the regulations. Practice fire drills are completed monthly. A quality of care review has been undertaken for 2017 and the child minder gave assurances that she understands her responsibilities in maintaining accurate records for all accidents, incidents and pre-existing injuries.

Three of the four recommendations raised at the previous inspection have been met. These relate to reviewing policies, updating child protection training and monitoring children's development.

3. Requirements and recommendations

The child minder did not meet the legal requirements in relation to keeping records, specifically relating to accurate registers of attendance. Therefore, we have issued a formal notice of non-compliance.

We also found that the child minder did not meet the legal requirements in relation to Safeguarding and the Statement of Purpose. Disclosure and Barring Service checks (DBS) had not been obtained for all persons living at the property. The Statement of Purpose did not accurately reflect the service regarding facilities available for minding. On this occasion, we have not issued non-compliance notices as immediate action was taken to obtain DBS checks, and the Statement of Purpose poses no risk to children.

Furthermore, we made recommendations for the child minder to improve the management of her service. These have been highlighted in section five of this report.

1. Well-being

Summary

Children are happy attending this service because their ideas and opinions are prioritised. They enjoy their play and the activities available to them. They are developing positive independent skills and social skills, supported by the child minder, as expected for their ages and stages of development.

Our findings

1.1 To what extent do children have a voice?

Children are confident to voice their opinions and approach the child minder to ask for things. They clearly communicate their needs. For example, we saw them alert the child minder to when they were hungry, hurt, upset and needing the toilet. They received sensitive responses, nurturing them to feel cared for and heard. We also saw children chatting with the child minder and seeking her support within their play, demonstrating that they felt at ease and comfortable in her company. Their preferences are prioritised, as although there is a plan for the day, it is flexible according to how the children feel and what they express they would like to do. The children direct their learning, choosing the topics and play activities that they want to engage in, as they are frequently asked to contribute their ideas.

Children have a strong voice at the service.

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

Children are happy attending this service. They are settled in the care of the child minder and they approach her for comfort and reassurance. It was evident that they have formed close relationships with her. They have their needs attended to quickly, promoting them to feel valued. For example, when a child trapped their finger in a toy, they received cuddles and reassuring words to help them to feel better. We also observed a child arrive back from nursery upset because they'd lost their pen in the car. They were supported with the emotions that they were feeling in a safe environment, because they were offered comfort and conversations that validated why they felt unhappy. They also received ideas to help them to quickly resolve their distress. They borrowed one of the child minder's pens on the premise of looking for theirs later, and they accepted the distraction of a fun activity. We also noted that the children have a sense of belonging because the environment is tailored to them. There is child height furniture for them to use, such as a table, chairs and coat stand, as well as learning resources displayed on the walls and play equipment for their age range. We saw that the children benefit from the child minder being nearby when they need her, as well as providing them with positive feedback to promote their self-esteem. From our discussions with the children and observations of them, it was clear that they enjoy spending time with the child minder. They told us about some of the activities that they like to do, including playing with cars and puzzles.

Children are made to feel consistently safe and valued.

1.3 How well do children interact?

Children co-operate well with the child minder and they are learning to play together. They listen and respond appropriately to boundaries. For example, when they struggled to share toys, they followed the guidance of the child minder to take turns and to play with alternative activities and resources. They also followed prompts to use polite manners, such as saying please and thank you at appropriate times.

Children are learning age appropriate social skills and developing positive interactions.

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

Children enjoy a good balance of self-directed and adult led activities. There are a good variety of resources within the setting, to promote their development. They are encouraged to choose what they would like to do, as they are provided with options. For example, children are asked if they'd like to play in the child minder's home, participate in planned activities or go on trips out. These include outings to local parks, soft play centres, meeting up with other child minders and going for walks. We saw the children engage in periods of uninterrupted play, when they chose their own activities. They were pushing cars along a road mat and playing with role play equipment, enjoying the freedom to express themselves and explore their environment. At other times, we saw them seek the child minder for support. For example, they asked her for help to complete puzzles and benefitted from the learning concepts that she introduced to them, whilst they were having fun. They were learning about different parts of the body and developing their counting skills. They also receive incidental learning of the Welsh language, during every day conversations and through accessibility of Welsh resources, including books and media on the walls.

Children enjoy their play and learning at this service.

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

Children make good progress with their all-round development. They are able to do things for themselves, such as use the toilet unaided, feed themselves meals and snacks, help themselves to their drinks and access the toys and resources that they want to use. With prompts from the child minder, we saw that they could tidy away after themselves, wash their hands at appropriate times, take off their shoes in the house and hang up their coats tidily. Equipment is in place to support these skills, including a coat stand suited to their height, a step for using the toilet and accessing the sink and toys stored at their level.

Children are confident in their surroundings, which encourages learning and they are developing good independence skills.

2. Care and Development

Summary

The child minder is responsive to children's needs, nurturing and promoting their well-being. She supports them to manage their interactions and develop positive relationships. During the planning of activities, she includes the children's ideas, as she follows an ethos of child initiated play. They are provided with plenty of opportunities to partake in outings.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is experienced in her role, implementing good practice to maximise the health and wellbeing of the children in her care. We noted that relevant permission forms are in place, such as for emergency medical treatment, and signed by parents. A child protection policy is in place, which includes details of the Prevent duty. (A government strategy to help protect children from extremism.) Children bring their own packed lunches and the child minder provides healthy snacks for them. Fresh drinking water is always made available to the children, in their own drinking containers. Appropriate hygiene routines are in place to promote children's good health. For example, children were encouraged to wash their hands at appropriate times, using liquid soap and separate paper towels for drying facilities, to help infection control. Fire drills are practised monthly and recorded routinely, ensuring that all children receive an opportunity to participate and learn about fire evacuation procedures. However, we discussed with the child minder ensuring that the records include the date to evidence the practice. We viewed the child minder's accident, incident, and medication records and noted that they include the relevant information.

The child minder promotes healthy lifestyles to a suitable standard.

2.2 How well do practitioners manage interactions?

Suitable policies and procedures are in place to support and promote positive interactions. The child minder guides children to use acceptable forms of behaviour, promoting their relationships with others. The positive strategies used are clearly documented in the behaviour management policy. We noted that the child minder was calm, sensitive and consistent in her approach, providing a positive role model to the children in her care. For example, when two children were struggling to share toys, she helped them to understand why they needed to take turns and to find alternative resources to play with. Later during the session, when another child was also struggling with sharing, the child minder conveyed the same messages to support the children's social learning. We observed that she encourages the children to show kindness and respect towards one another, helping them to develop friendships. Any disputes were quickly overcome through the child minder's close attention to them. She has a sensitive approach to implementing boundaries, balanced with offering positive feedback, encouragement and praise.

The child minder manages interactions very well.

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

The child minder prioritises children's play ideas to facilitate their learning in all areas. She provides a suitable range of activities to meet their individual needs and plans focused activities for them to participate in. For example, she has in place plans for them to complete a bug hunt to explore their natural environment. She takes them on frequent trips out, to enable them to access different contexts. From our observations and viewing assessment records, we saw that the child minder has a good understanding of the Foundation Phase curriculum. She assesses children's development in line with this, including their next steps, to support their progression. She assisted children's learning alongside them during their play, subtly weaving learning concepts into conversations when relevant to what they were doing.

The child minder skilfully integrates children's learning and development during their everyday activities and play times, meeting their specific needs.

3. Environment

Summary

The child minder's home is welcoming and well-resourced with equipment and furniture to enable children to play, learn and relax. Areas are kept secure and the child minder makes daily visual checks to ensure that they are safe. However, written risk assessments and fire drill records need more detail. Resources and equipment are well maintained.

Our findings

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

Children are safe because the environment is kept secure and risk assessed. We viewed a daily written check list with ticks of the areas checked for safety. We discussed with the child minder expanding it to include more information about the hazards, risks and if any actions were needed. The front and back doors were kept locked and the keys were placed on a hook out of reach from children, but accessible in the event of an emergency and needing to leave the building. Smoke alarms are in place and routinely checked to ensure that they are in good working order. A fire blanket is secured to the wall in the kitchen, so that it is easily accessible. Mandatory annual safety checks are completed on all gas appliances, with the last certificate dated 28 March 2019, ensuring that they are all safe to use. We observed the child minder paying close attention to the children to supervise them, whilst also providing them with a safe degree of freedom to explore their environments.

Children are generally kept safe in a welcoming environment. Improvements to records identifying risks would be beneficial.

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

The child minder's home environment is well setup for a child care service. The rooms are decorated and furnished to provide areas for children to comfortably play and rest. The layout of the space and furniture promotes children's independence. There are child height tables and chairs, as well as a dining table and chairs for them to sit at, to sociably enjoy eating snacks and meals together and complete table top games and arts and crafts activities. Toys are accessible on shelving that they can reach in labelled boxes. There is a living room for extra space if older children need space to play and relax separately from younger children. It is setup with sofas and a television. Toilet facilities are accessible to the children on the ground floor and they can use the upstairs bathroom. The garden is not currently in use because the child minder plans to put up a fence. This will ensure that it is secure before allowing the children to play in it.

The child minder provides a suitable environment for children.

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

The child minder has a good range of resources to promote children's development and keep them engaged and stimulated. Toys and equipment are in good condition and kept clean and well maintained for the children to use. A variety of books and games are in

place to promote their cultural awareness. There are plenty of opportunities for younger and older children, as there are resources to cater for all age ranges, including role play items, books, games, construction and craft/mark making materials.

Resources and equipment are of a good standard and variety to support children's learning in all areas.

4. Leadership and Management

Summary

The child minder has not ensured she robustly manages her service, which has led to failure in meeting all the legal requirements of her registration. Policies are in place and she updates her knowledge through undertaking appropriate training, demonstrating a commitment to improving standards. Some evidence of self-evaluation to identify areas for improvement is undertaken.

Our findings

4.1 How effective is leadership?

Appropriate records for the child minding service are completed. Policies and procedures are in place and they are signed and dated on an annual basis, to evidence their continual review. We viewed the statement of purpose and saw that it covered all aspects of the changes to the regulations and how the business operates. However, it had not been updated following the recommendation made at the previous inspection, to reflect that the garden is currently not in use. Attendance records are kept in a diary but they do not include the accurate times of attendance and sometimes no time is recorded for when the children leave. At the previous inspection we notified the child minder that it was a requirement. Contracts of children's care are completed well, including all of the relevant detail. They are shared with parents, setting out the expectations of both parties.

The child minder does not fully comply with the Child Minding and Day Care (Wales) Regulations. Leadership of her service requires improvement.

4.2 How effective is self-evaluation and planning for improvement?

Some systems are in place to monitor and evaluate the service. The child minder's last Quality of Care review and report was completed in 2017. However, in 2018 a review was not undertaken and a report was not written. This was discussed with the child minder and she was aware of the oversight. She told us that she had issued questionnaires in preparation for completing this year's report, demonstrating that the process for reviewing her service had begun. An appropriate complaints procedure was in place and no complaints regarding the service had been received.

The child minder does not consistently review her service to plan for improvement.

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

Management of the service is inconsistent. Prior to our inspection, the child minder informed us that there was no current DBS check for herself and her husband. At inspection, we found that the child minder's daughter, who resides in the property, also did not have a current DBS check through CIW in place, which is a requirement. The child minder values training opportunities to enhance her skills and knowledge. Since the previous inspection she has renewed her Food Hygiene, Paediatric First Aid and Safeguarding training and has plans to increase her knowledge of the Foundation Phase curriculum. Certificates were available for inspection.

The child minder manages aspects of her service well, but improvements are required.

4.4 How effective are partnerships?

Processes are in place to support good partnerships with parents. The child minder uses appropriate child record forms and contracts, to help her to collect important information regarding the children, and to ensure that there is clarity about the service provided. Settling in sessions are offered when children start, to ensure that the child minder can meet children's needs and parents understand the service provided. It was evident from the paperwork completed that the child minder invests time gaining background information on the children prior to them starting, to support positive relationships all round. At the end of each child's session, verbal feedback is offered to parent's.

The child minder communicates effectively with parents to support their children's well-being and establish good partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

In order to develop the service and improve outcomes for children, we discussed the following matters with the child minder. They should:

- Update the fire drill records to include the dates of practices;
- expand the written risk assessments to include information about the hazards, risks and any actions taken; and
- ensure that a Quality of Care review is completed annually.

6. How we undertook this inspection

This was a scheduled inspection as part of our normal programme of inspections. One inspector undertook one visit to the service and spent time with the child minder and two children in her care.

We;

- observed the child minder's interactions with the children present;
- reviewed all information held by CIW;
- examined a range of documentation, including, policies, procedures, recording sheets and children's files; and
- our findings were fed back to the child minder 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	Michelle Hurley
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:30am to 5:00pm Monday to Friday throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 July 2016
Dates of this inspection visit	29 March 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 people/children who use, or intend to use their service through the medium of Welsh. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words</i> ' follow on strategic guidance for Welsh language in social care'.
Additional Information:	



Care Inspectorate Wales

Children and Families (Wales) Measure 2010

Child Minding and Day Care (Wales) Regulations 2010

Care Standards Act 2000

Non Compliance Notice

Child Minder

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

The issuing of this notice is a serious matter. Failure to achieve compliance will result in Care Inspectorate Wales taking action in line with its enforcement policy.

Further advice and information is available on CSSIW's website

www.careinspectorate.wales

Michelle Hurley

Cardiff

Date of publication: 16/08/2019

Welsh Government © Crown copyright 2019.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

Leadership and Management	Our Ref: NONCO-00007734-PTNF
Non-compliance identified at this inspection	
Timescale for completion	27/09/19
Evidence	
Description of non-compliance/Action to be taken	Regulation number
Attendance records do not include the accurate times of attendance and sometimes no time is recorded for when the children leave.	
<ul style="list-style-type: none"> - The registered person is not compliant with regulation 30 (1) (a). - This is because attendance records do not include the accurate times of attendance and sometimes no time is recorded for when the children leave. - The evidence is that when we examined attendance records during the inspection on 29 March 2019 we found that these did not always record children's times of attendance accurately. - The impact on people using the service is that in the event of a fire or incident it may not be possible to evidence who was present at the time. 	