



Childcare Inspection Report on

Katrina Easley

Ferndale



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Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to care for up to six children under the age of 12 years. She operates her service from the family home located close to the local primary school. The service provides full and part time care and operates Monday to Friday from 6.00am to 6.00pm daily. It is an English speaking service with some incidental Welsh used through play.

Summary of our findings

1. Overall assessment

Children have good outcomes in relation to their well-being. They have a range of suitable play opportunities, have positive relationships with their peers and the child minder and are happy at the service. The child minder is responsive to children's needs and is a warm and approachable practitioner, but some procedures and documents require updating. The environment is safe and provides a home from home environment that is suitable for children with an appropriate selection of play resources. Leadership of the service is satisfactory. Documents are well organised but improvements are required in relation to the statement of purpose and some policies.

2. Improvements

The complaints procedure has been updated since the previous inspection.

3. Requirements and recommendations

The registered provider is not meeting their legal responsibility in relation to the statement of purpose. However, as this did not impact on children's care a non compliance notice has not been issued on this occasion.

We have made a number of recommendations under the care and development, environment and leadership themes. The recommendations are discussed in the report and summarised in section 5.2.

1. Well-being

Summary

Children are settled and familiar with routines and have formed positive relationships with the child minder and their peers. There are good opportunities for them to develop their independence and engage in age appropriate play and learning activities.

Our findings

1.1 To what extent do children have a voice?

We found that children are able to express themselves freely. They were confident to speak up and say what they wanted to do. They told the child minder when they wanted to play with specific toys, such as dolls and spoke up confidently to tell the child minder that they didn't want her to read a story. Older children were vocal in making their needs known and made independent decisions about the activity they wanted to do on arrival from school. They were able to make choices around what drinks they wanted and all the children chose the resources they wanted to play with.

Children have a voice in the service and are able to make their needs known.

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

Children are happy and settled in an environment that they are familiar with. They freely explored the home picking out resources of their choice. We heard one child babbling as they played and another child singing when playing with dolls. They were happy in the child minder's care and approached her to chat and for reassurance. One child became a little unsettled later in the day as they were tired, but responded to the support given to them by the child minder. Children collected from school were happy to see her, settled immediately on arrival and enjoyed the activities on offer.

Children are secure and happy in a 'home from home' environment.

1.3 How well do children interact?

Children are learning important social skills in line with their age and their stage of development. Most of the children are beginning to understand the feelings of others and play appropriately alongside each other. For example, we observed a child sharing a book with another child and we saw children playing happily during floor based activities. Older children sat at the dining table. They engaged in conversations and respected the resources available to them.

Children are developing socially and learning to consider the needs of others.

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

Children have opportunities to follow their interests and engage in age appropriate activities. This makes their time at the service enjoyable. The activities available ranged from looking at books, play with small toys and dolls and a drawing activity. Older children were engrossed in a join the dot activity for a good length of time and this sustained their interest until they went home. We also heard a child singing

nursery rhymes whilst they played. They were clearly happy and enjoying their activity. Two children also enjoyed climbing in and out of a large cardboard box that the child minder had brought into the room for them to use. We spoke to two older children who told us that they enjoyed visiting the child minders because they could play and make friends.

Children have a good selection of age appropriate play and learning activities that sustain their interest.

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

Children have the opportunity for freely chosen play that allows them to be independent. We saw children picking out resources and following their play interests. They were happy to tidy toys away and spoke up when they needed the bathroom. They turned the pages in books and put the books back in their covers. Older children used pens during a drawing activity. Although they found the activity quite challenging they were curious to find out what the images were. When it was time to leave they decided to take the pictures home so they could continue working on them.

Children are motivated and keen to develop their skills.

2. Care and Development

Summary

The child minder is a responsive practitioner and knows the children in her care well. She manages social interactions positively, but improvements are required in relation to some procedures and written policies.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is aware of her responsibilities in relation to children's safety and health needs. There are written policies and procedures in relation to the administering of medication, exclusion of children due to illness, safe conduct on outings and safeguarding. However, safeguarding documents lacked detail in relation to Prevent Duty, details on safeguarding agencies as well as how to respond to concerns.

Children bring packed lunches but the child minder does offer snacks. We found that there was no current written information on the fourteen key allergens in food products and snacks offered do not fully adhere to Welsh Government guidelines on healthy snacks and drinks. There is an appropriate nappy changing policy and the child minder followed appropriate infection control procedures in relation to intimate care tasks. However, individual towels or paper towels are not provided for children in order to reduce the risk of cross infection. We observed the school run and appropriate safety procedures were followed when collecting children from school.

The child minder keeps children safe but improvements could be made in some areas.

2.2 How well do practitioners manage interactions?

The child minder supports children's social behaviour effectively. The behaviour management policy has been reviewed in the past year and the strategies outlined are appropriate for the age of children who attend the service, with a focus on positive reinforcement and setting realistic targets for children. When the child minder needed to intervene she did so in a quiet and gentle manner. She explained the importance of sharing and children responded positively to this approach and issues quickly de-escalated. She acted as a good role model for the children in her care, treating them with respect and praising their efforts.

The child minder is effective in managing interactions and in supporting children's social behaviour.

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

The child minder has a good awareness of the individual needs of children she cares for. Before nappy changing we heard her speak to the child so that they were prepared and she spoke to them throughout the task so they were at ease. She encouraged children to attempt things independently and to try different things. For

example, we heard her say '*do you want to try?*' She encouraged children to count the books they had in their hand and praised the child after they counted them. She observed that a child was keen to sit in fabric toy boxes and found a more solid large cardboard box for them to play with instead. She was aware of children's routines and understood when they were tired and in need of a rest. When children were playing she sat alongside them on the floor to ensure that she was at their level to engage them in conversations.

The child minder's supports children's play and learning appropriately and is aware of their individual needs.

3. Environment

Summary

The home is well maintained, secure and offers sufficient space for play and learning activities. Children have an appropriate selection of play and learning activities to support their learning. Some service documents and procedures would benefit from development and review.

Our findings

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

The home is secure and safe. Visitors are required to sign in on arrival so there is a record of who is on the premises. Safety gates are in situ to restrict children's access to certain areas of the home and children's access to hazardous items is restricted. There is a fire blanket in the kitchen should an emergency arise, as well as an up to date gas safety certificate. There is a fire evacuation procedure and fire evacuation drills are conducted, with the last one recorded in January 2019. Smoke detectors have been installed, one on the landing and one in the kitchen. Hazards have been identified for some areas, but there were no risk assessments for the garden and outside activities.

The child minder has procedures in place to ensure the safety of the environment.

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

The home is tidy and clean and offers a 'home from home' environment for children who use the service. Children have sufficient space to play and move around and there is sufficient natural light. Many resources are stored at low levels making them accessible to children. The bathroom and kitchen areas were maintained to an appropriate standard, although we noted that the dog feeding bowl was in the kitchen and therefore accessible to children. The garden is accessed via a number of steep steps but the child minder told us that children do not use this area unsupervised.

The home is suitable for children and provides a welcoming environment.

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

There are sufficient play and learning resources suitable for the age range of children who currently attend the service. The child minder told us that resources are regularly rotated to give child choice and to maintain their interest. The resources we viewed were in good condition and there were resources for younger children, such as books and small toys and resources suitable for older children, including art and craft materials and games. The child minder has purchased equipment to support children's toilet training and for younger children there is a high chair for meal times. Children have access to comfortable seating and there is a dining table and chairs for meal times and table top activities.

The child minder has a range of play and learning materials for children and equipment suitable for their needs.

4. Leadership and Management

Summary

The child minder runs some aspects of her service in line with national minimum standards but she is not meeting her legal responsibilities in relation to the statement of purpose. Policies were well organised and records were up to date. She reviews her service and manages her service appropriately and there are well established partnerships with parents.

Our findings

4.1 How effective is leadership?

We found that the child minder runs many areas of her service to an appropriate standard but there is room for improvement. There was an organised policy and procedure file with a good range of policies. However, the missing child policy did not specify that alongside parents and the police, CIW would also be notified in the event that a child is lost. Many of the policies have been reviewed in the past year and were dated. The child minder has registered with the Information Commissioner's Office in relation to storage of data and public liability insurance, accident records and records of children's attendance were evident. However, the statement of purpose lacked detail in a number of areas including terms and conditions, contact details, admission information and routines and does not fully meet regulatory requirements.

The child minder has a vision for her service but greater attention is required in relation to some documentation.

4.2 How effective is self evaluation and planning for improvement?

The child minder monitors and reviews her service and consults with parents and children as part of this process. There was a recent review of quality of care report dated January 2019 with some evidence of action planning for improvement. Whilst parents and children's views are sought, there was however, no detailed feedback on their views in the report itself.

The child minder evaluates her service. She consults with parents and children, although the voice of parents and children could be stronger in the next review of quality of care report.

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

The child minder manages her time appropriately overall. Disclosure and Barring Service (DBS) checks were up to date for all persons over the age of 16 residing at the premises. She is presently completing a Level 3 Childcare and Learning qualification and receives visits from an assessor. The child minder told us that she has found the course interesting and it has helped her to identify gaps in her service and learning. She has up to date safeguarding training, and completed food safety and paediatric first aid training in 2016, so both are shortly due to expire. The child minder told us that she is currently waiting to hear from a training organisation in

relation to her paediatric first aid. A family member is available in the event of an emergency and lives locally so can be available at short notice.

The child minder manages her time appropriately.

4.4 How effective are partnerships?

The child minder has a long running service and there are established partnerships with parents who value the service she provides. Parents receive information on key policies and the child minder keeps them up dated via face to face conversations, telephone calls and text messages. Feedback from parent questionnaires was positive and indicated that parents appreciate the service available. The child minder told us that she has not received any complaints about the service that she provides.

The child minder has positive partnerships with parents who value the service she offers their children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Develop the safeguarding policy and procedure and review the missing child policy in relation to notifying CIW;
- review infection control procedures in relation to availability of individual hand towels or paper towels to reduce the risk of cross infection;
- develop a healthy eating policy and identify the fourteen key allergens in food products;
- extend risk assessments to cover all areas of the service;
- review the storage of the pet feeding bowl;
- develop the voice of children and parents in the next annual review of quality of care report and
- update training as soon as possible.

6. How we undertook this inspection

This was a full unannounced inspection as part of our normal schedule of inspections. The methodology used to gather evidence for the report included:

- One inspector visiting the service for approximately four and half hours;
- speaking to the child minder and minded children;
- observation of care practice and interactions between the child minder and children;
- examination of service documents and records including contracts and policies;
- visual inspection of rooms used for minding purposes;
- examination of information held by CIW including the previous inspection report and
- fed back to the child minder at the end of the inspection process.

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	Katrina Easley
Registered maximum number of places	6
Age range of children	1 – 8 years
Opening hours	6.00am to 6.00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 November 2014
Dates of this inspection visit(s)	11 March 2019
Is this a Flying Start service?	No
Is early year's 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 follow up strategic guidance for Welsh language in social care.'</i>
Additional Information: The child minder has a pet dog.	

No noncompliance records found in Open status.