



Childcare Inspection Report on

Kirsty Regan

Risca



Date of Publication

Tuesday, 21 May 2019

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Description of the service

Kirsty Regan has been registered with Care Inspectorate Wales (CIW) since November 2006 and is able to care for up to seven children aged from birth to 12 years. The child minder lives in a quiet, residential area, off the main high street in Risca in the borough of Caerphilly. She lives with her husband and two children, both of whom are aged over 12 years and two French Bulldogs. She operates from 8.00am to 6.00pm, Monday to Friday, throughout the year. Care is provided through the English language.

Summary of our findings

1. Overall assessment

The child minder is an experienced practitioner as she has worked as a child minder for over 12 years and has undertaken the Level 3 advanced child minding qualification. Care of the children is good and they are happy and settled with her. There is a reasonable selection of toys and resources and the home is spacious and airy, proving plenty of space for the children to play and spend time. Management of the service is adequate as the child minder needs to develop some aspects of record keeping to ensure she is fully compliant with the National Minimum Standards for Childcare and Play (2016) (NMS)

2. Improvements

No improvements were noted since the previous inspection in August 2015.

3. Requirements and recommendations

One area of non-compliance was identified as the child minder's Statement of Purpose did not contain all the required information, as outlined in Regulation 15. Although this is a serious matter, we did not issue a non-compliance notice as the child minder stated she would address the issue immediately and it did not impact on the care of the children. A number of recommendations, mainly relating to policies and procedures have been made; these can be found in Section 5.2, towards the end of this report.

1. Well-being

Summary

Children are able to make choices and are encouraged to express themselves; outcomes for minded children are good. Play opportunities are varied, plentiful and meet the needs of the children who attend the setting. Children are happy and settled and have formed positive relationships with the child minder, her family and one another.

Our findings

1.1 To what extent do children have a voice?

Children are able to play independently and make choices with regards to their play and learning activities. They are listened to and their requests are responded to. The children are able to make their own decisions regarding which resources they play with and we saw them move freely to things of interest. For example, the children wanted to play shops and they knew where the resources were to go with the shop and helped themselves. One of the children decided they wanted to watch the film on the T.V and asked to turn the T.V on. Children chatted easily with one another and to the child minder and were very confident and comfortable asking for resources or for help. Children told us that they are able to make choices over their play and what they do. We observed the child minder listening attentively to the children, giving them time to respond verbally or non-verbally, as well as repeating their words, asking questions for clarity, which gave them a voice and also reinforced their language skills and cognitive understanding.

Children feel they have a voice as the child minder provides a nurturing environment in which children can express themselves freely; she listens and responds to them appropriately.

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

Children are safe and happy and enjoy their time with the child minder; this was established when we spoke with the children who confirmed they were happy at the setting and enjoyed spending time there. There are weekly and daily routines, which the child minder tends to follow and this provides children with familiarity, which promotes a sense of security and belonging. All of the children have been with the child minder for some years and relationships were secure and familiar. The children were comfortable, settled and relaxed and approached the child minder freely when needing help or assistance. We saw that they moved with ease around the home and were clearly comfortable there. We heard conversations flow naturally between the children and the child minder. There were lots of jokes, conversation and laughter and the children have obviously developed a strong bond with her and her family and each other. They enjoy their time at the service.

The child minder values the children in her care and this ensures they feel safe and are happy with her.

1.3 How well do children interact?

Children interact appropriately and in line with their age and stage of development. With support and gentle reminders, they were encouraged to share and take turns, which can be a tricky concept for young children. They compromised when playing with the shop and took turns to be the shop keeper. They recognised a wide range of play food and chatted quite happily with inspectors about their favourite foods. They showed care and concern for one of the dogs who had recently had an operation and were kind and considerate to both dogs, which are both still puppies. Children were respectful of each other and the child minder's home. They shared and demonstrated good manners with a good degree of independence. At lunch time, they shared well and co-operated, with one child enjoying helping to lay the table.

Children have positive relationships and interactions with one another and the child minder.

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

Children enjoy a range of play and learning experiences at the child minder's home and benefit from accessing community facilities. Nearly all of the children access the foundation phase through nursery placements at primary schools, so their time with the child minder is based around these sessions. They are engaged in their play and can also relax and have quiet times. They have access to activities and resources which are appropriate for their age and stage of development. Throughout the visits there was a balance of both self directed and adult directed play available for the children to choose from. The children enjoyed making a Mother's Day card and were proud of their achievements. The children told us that they enjoy going to the local park and picnics at Scenic Drive. The child minder told us that she regularly accesses community activities such as toddler groups and the library, all of which will support the children's all round development. Children's curiosity and enjoyment is ensured as activities are rich and varied.

Children benefit from a varied programme of activities, both within the home and wider community and therefore they enjoy their play and learning.

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

Children develop and learn with a child minder who knows them well. They develop confidence and independence as they are given the encouragement, time and space to undertake chosen activities at their own pace. The children are supported with their "milestones" such as potty training and learning to eat independently, although records relating to their development are not detailed. The children are able to play freely as well as enjoy activities supported by the child minder; these include art and craft activities, all of which supports their learning.

Children progress well, and have opportunities to develop a range of skills.

2. Care and Development

Summary

The child minder operates a good quality service; she is mindful of her responsibilities in maintaining a safe and healthy environment. She is confident and comfortable in her role as a child minder. She knows the children well and promotes the children's learning and development; although written records relating to activities and children's development need to be more detailed in order to meet the requirements of the NMS.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children are kept safe and their well-being is promoted. The child minder has Paediatric First Aid training and we saw that there was a safeguarding policy in place which included information on the Prevent Duty. This requires all child care providers to have due regard to the need to prevent people from being drawn into radicalisation. The child minder demonstrated in our discussions that she has a secure understanding of safeguarding procedures. The child minder had registered with the Food Standards Agency and has attended training in food hygiene. However, the child minder is not familiar with the latest best practice guidance issued by the Welsh Government on food and nutrition. Neither does she keep a record of the food she provides and allergens. The indoor environment is regularly reviewed relating to potential risks, but the child minder has not written a policy or risk assessment for the use of community facilities; although in her discussions with us, she demonstrated that she is aware and considers potential risks. Accident and medication records were appropriately completed and there were consent forms signed by parents to cover a range of health and safety issues, such as the application of sun cream. However, the child minder did not have consent forms to cover the administering of first aid or accessing emergency medical treatment. The child minder has appropriate insurance. The setting was seen to be well maintained, free of clutter and any obvious hazards and is a safe place for the child minder to provide a child care service.

The child minder has routines and practices in place to support children's well-being and safety. She is mindful of her responsibility to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder has a behaviour management policy which details how she will respond and deal with any unwanted behaviour; she manages interactions well and the warm relationships she has with the minded children are the basis for positive behaviour management. The child minder has high expectations for standards of behaviour and ensures the children understand what is expected. Therefore, children and parents are clear about standards of behaviour that are expected at the setting. We saw that the child minder acted as a good role model for the children. We noted that their interactions with

each other were generally positive and respectful. We saw her praising the children for good behaviour and endeavour as well as supporting them with unwanted behaviour. At lunch time the child minder sat and ate her lunch with the children and conversation flowed naturally. The child minder ensured all children had the opportunity to speak and contribute and reminded the livelier children about the importance of listening to others and waiting for them to finish before talking. Relationships are mutually warm and respectful.

The child minder promotes and support positive interactions and acts as a good role model

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

The child minder provides a good variety of play and learning opportunities both indoors and outside to promote the children's all-round development. The children told us of activities they undertake and places they visit. The child minder provides care which is child centred and meets the children's preferences and interests. However, written records relating to activities undertaken and development records are very limited. The child minder does keep a scrapbook with photographic evidence of activities undertaken and places visited and these are a lovely keepsake for the children's parents. We observed that the child minder's interactions with the children were very positive and support their development. Conversation and careful questioning helps both their communication and cognitive skills. The TV was turned off for some of the visit and this is important in supporting children to concentrate on a particular task, without the distraction of the television.

Children's development is promoted by the child minder, but written development and activity records need more detail so that there is an accurate account of children's development and activities undertaken.

3. Environment

Summary

The child minder's home is warm, welcoming and resourced to a good standard. It is well decorated and furnished in appropriately to offer a safe and accessible service. All areas and resources are utilised effectively to provide activities that stimulate children and give them opportunities to develop through play.

Our findings

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

The child minder ensures that the premises are safe and secure. There are a range of policies and risk assessments in place for the home but no written risk assessments for use accessing community facilities. The child minder had also not written a risk policy for the safe management of the two dogs. We noted that safety gates are placed across the door into the kitchen where the two dogs have their basket and this can be used to separate the dogs from the children when they are playing or eating. The children have use of a downstairs toilet which can be accessed easily. However, there was only one hand towel in the toilet which was shared by the children; sharing of hand towels could cause the spread of infection and germs. Public liability insurance is in place and gas safety certificates are up to date. A register of attendance is kept and details the times that children are present. The setting allows children free movement in a safe environment.

The child minder ensures the setting is clean, safe and secure. Policies and procedures ensure that this is a safe environment to deliver a good quality service.

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

The child minder ensures that the environment is suitable for children in her care. Resources are accessible to children, promoting independence and choice. There is suitable furniture inside and outside for children to eat, rest and carry out activities. The environment is light and spacious and allows children space to move around independently. It also benefits from a large and secure rear garden; this is accessed directly from the kitchen. The environment is homely and welcoming and is maintained to a good standard of décor and cleanliness. It is resourced and furnished in a way that promotes independence and choice and meets the needs of the children who attend.

The environment is well maintained with a suitable range of resources and suitable for a home based child care setting.

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

The child minder ensures that resources are appropriate and of good quality. A suitable range of age appropriate play and learning resources are available. These are sufficient in quantity to provide children with a reasonable degree of variety and choice. Resources

include books, games, arts and craft material, puzzles, construction and role play. We saw that there was a selection of Welsh language resources.

The child minder ensures that there is an adequate range of resources which are suitable and promote children's independence, imagination and creativity.

4. Leadership and Management

Summary

The child minder is well organised and overall meets the requirements of the National Minimum Standards (NMS) and Child Minding and Day Care (Wales) Regulations 2010 in most areas. There are policies and procedures in place which ensure that the service is run efficiently. However, the child minder needs to familiarise herself with CIW's inspection framework to ensure she is keeping up to date with best practice and its' requirements Relationships with parents are positive.

Our findings

4.1 How effective is leadership?

Overall, leadership of the service is appropriate as the child minder provides a safe and reliable service to parents and their children. There is a statement of purpose; however, this does not detail all of the required information as stipulated in both the regulations and NMS for child care and play. Therefore we cannot be assured that parents have the required information to enable them to make an informed decision about using the service. However, there are a range of comprehensive policies which details how the child minder manages aspects of service such as behaviour management and child protection. We noted that the missing child policy did not detail that a referral to the local safeguarding board would need to be made if a child were to go missing, whilst in her care and overall the policy lacked detail. The child minder has registered with the Information Commissioners' Office (ICO) and has kept up to date with the latest legislation for General Data Protection Regulations (GDPR).

The child minder demonstrates adequate leadership of the service enabling her to deliver an efficient and consistent service.

4.2 How effective is self evaluation and planning for improvement?

The child minder demonstrated in her discussions with us that she understands the importance of self evaluation and planning for improvement. Involvement in awards such as Caerphilly Council's Quality Standard Awards demonstrated that she is committed to delivering high standards of care. The child minder also completed the necessary paperwork for CIW's annual self assessment of service statement (SASS) and recently completed the annual quality of care review and report. This report included comments by parents and action for the following year. The views and opinions of children were not reflected in the report and the voice of the child is not consistently captured, such as when reviewing activities and resources.

The child minder has a good understanding of self evaluation but needs to develop a consistent approach when capturing the views of the children who use her service.

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

Management of the setting is reasonable. The child minder does not employ additional staff. She ensures that her own training is updated and has certificates for all the required training such as paediatric first aid, safeguarding and food hygiene. DBS certificates are current. Contracts are in place for children in her care and parents are well informed of holidays and days when she will not be operating.

Overall, the service is appropriately managed by the child minder.

4.4 How effective are partnerships?

The child minder has effective partnerships with parents. Parents are provided with a copy of the setting's policies and procedures at the point of signing contracts. The child minder provides a verbal handover when children are collected in addition to a written daily record for the younger children in her care. We saw a number of thank you cards from parents which indicate a good level of satisfaction with the service provided. There is a back up child minder who can be called upon in an emergency.

The child minder works hard to develop and maintain effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were discussed with the child minder:

- Write a policy/risk assessment for managing pet dogs and use of community facilities;
- update the missing child policy to include that social services would be informed if a child were to go missing and to ensure that the policy has more detail and is generally more robust;
- provide separate hand towels or paper towels in downstairs toilet for use by the children;
- research and provide information on food allergens;
- update knowledge on Food and Nutrition for child care settings using the best practice guidance issued by the Welsh Government;
- develop more detailed planning for children's activities;
- introduce development records for children;
- capture the voice of the child when planning and evaluating activities and also when undertaking reviews of the service and
- obtain consent forms for administering first aid and accessing emergency medical treatment for all children.

6. How we undertook this inspection

An announced inspection which examined all four themes was undertaken over two visits by one inspector, with feedback given on the second visit. A total of five hours was spent at the home. It was an announced inspection as inspectors had called previously and the child minder had not been home. There were three minded children present during the first inspection visit. The following methodology was used to gather evidence for this report:

- Observation of care routines and practices;
- discussion with the child minder;
- conversation and interactions with the minded children;
- inspection of a range of policies, procedures and records relating to the child minding business;
- visual inspection of the home and
- information held by CIW.

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	Kirsty Regan
Registered maximum number of places	7
Age range of children	Birth to 12 years
Opening hours	8.00am to 6.00pm, Monday to Friday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 August 2015
Date of this inspection visit	28 and 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. 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:	