



Childcare Inspection Report on Karen Knight-Davis

Newport



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Description of the service

The child minder operates her service from her property in the Newport area. Minded children have use of the ground floor. The child minder is registered to provide care for ten children under 12 years. Child minding is offered Monday to Friday 6:45am to 7:00pm throughout the year. During our inspection visit there were two minded children present, aged under eight years old. Care is provided through the medium of English.

Summary of our findings

Overall assessment

Children are happy and relaxed in the care of the child minder. The child minder is responsive to their needs and she provides a good variety of activities for them, which the children are included in the planning of. The environment is well maintained and children can access a good supply of resources to suit all age ranges. Leadership of the service is appropriate and parents gave positive feedback on the service provided.

Improvements

The child minder has satisfactorily met all recommendations and a non-compliance issue that were highlighted at her last inspection. She has renewed DBS (Disclosure and Barring Service) checks for all household members over the age of 16 years. She has also updated her complaints policy and the trampoline in the garden is no longer in use. She is aware of her responsibility to record children's developmental progress, but currently she is only providing before and after school care to minded children in full time education. Further improvements that she has made include booking on to do a Level 3 course in play work.

Requirements and recommendations

There were no non-compliance issues identified at this inspection. However, we made a recommendation in respect to providing a child friendly complaint policy.

1. Well-being

Summary

Children enjoy attending this service and their opinions are valued. They are included in the planning of activities and supported to reach their full potential, through a good range of play opportunities. We saw that they have formed positive relationships with the child minder and each other. They also display good levels of independence skills.

Our finding

1.1 To what extent do children have a voice?

Children communicate their needs confidently, asking the child minder for help when needed and expressing their ideas and opinions freely. We observed the children asking for specific toys, more snacks to eat and for help with activities they were completing. Their views were valued by the child minder, which promoted their self-esteem. They are included in the planning of activities and choose topics or themes that they would like to learn about. When the chosen theme was 'The Titanic', it was initiated by some of the children watching the film at home and showing an interest in the topic. The child minder helped the children to learn more information and read about it. Other items planned on their list included baking cakes and learning about Anne Frank. When we chatted to the children it was clear that they looked forward to attending the service. They were able to tell us about the things that they liked to do there, show us where their toys were kept and they recalled activities that they have enjoyed. We noted that the children are able to effectively communicate and their needs are met, because the child minder is responsive and nurturing.

Children clearly have a voice that is prioritised and valued.

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

Children have formed positive relationships with the child minder and appear happy and relaxed in her care. They told us that they enjoyed playing with hammer beads, drawing and matching pair's card games. They also enjoyed the snacks on offer. Activities are tailored to the children's preferences and photographs are displayed on the walls of them engaging in various activities, giving them a sense of belonging. Children feel happy, secure and valued as they receive help with basic care tasks and within their play and learning.

Children are kept safe at this service and they clearly enjoy attending.

1.3 How well do children interact?

Children are co-operative with the child minder and they respond well to the boundaries she sets. When she guided them in their play they responded appropriately. For example, a child was handling an old typewriter at the same time that another child was taking their turn to type a letter on it. The child minder reminded them that they would be able to have a turn next and they waited patiently. We noted that the children used polite manners and clearly knew the boundaries for how to behave. We saw that they had the skills to play co-operatively with one another and they were able to positively manage their own behaviour. They have developed close relationships with the child minder and each other. They try new things with the help of clear guidance and support, when needed, from the child minder.

Children are developing positively in their social interactions.

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

Children enjoy the activities on offer. There is a good supply and variety of resources accessible for them to freely choose from, promoting their development. They engaged in activities and used toys and equipment of particular interest to them. We saw that they initiated their own learning whilst having fun in a supportive environment, as the child minder was alongside them for help and assistance when needed. There was a good balance of activities planned to suit the children's interests. The child minder had an old typewriter for the children to use, in line with the current theme learning about 'things from the old days'. The children enjoyed the activity and it sustained their interests for a good time period. We also saw children selected other activities of interest, engaging in free extended periods of uninterrupted play. Throughout our observations, we noted that the children received positive feedback for their achievements, promoting their self-esteem.

Children enjoy their play and learning at this service.

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

Children are learning and developing age appropriately. They are developing their independence skills because of the child minder's good balance of support and standing back when necessary. The setup of the environment enables children to access things for themselves. This includes a step to wash their hands and use the toilet independently, toys set up for ready for their use and a water fountain and cups for them to help themselves to drinks. We observed that children have independence levels in line with their age and stage of development. They were able to pour their own drinks, tidy toys away after using them and help themselves to the things that they wanted to use. They also have strong communication skills to ask the child minder for help and support when needed, furthering their journey as independent learners.

Children are making good progress with gaining independence skills.

2. Care and Development

Summary

The child minder provides children with warm and responsive care and she encourages healthy lifestyles, to promote their wellbeing. She supports the children to manage their interactions and develop positive social skills. She also plans a good range of play, learning and developmental opportunities, ensuring that the children are included and central to their learning and progress.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is experienced in her role to maximise the health and wellbeing of the children in her care. We noted that permission forms are in place, including for photograph's, applying sun cream and administering medications. A detailed child protection policy is in place, including a separate policy covering the child minder's 'Prevent' duty, a government strategy to help protect children from extremism. We saw that she had up to date certificates in paediatric first aid, safeguarding and food hygiene. She provides all snacks for children after school. As it was a hot day, they had an ice lolly each. We noted that fresh drinking water is readily available for the children to help themselves, to keep them hydrated and which further promoted their independence skills. Appropriate hygiene routines are in place to promote children's good health, including good nappy changing procedures and encouraging children to wash their hands at appropriate times, using liquid soap and separate drying facilities to help infection control. Fire drills are practised and recorded routinely, ensuring that all children receive an opportunity to participate and learn about evacuating the premises in an emergency. We viewed the child minder's accident/incident/medication records and noted that they are appropriately recorded and monitored.

The child minder promotes children's good health and wellbeing.

2.2 How well do practitioners manage interactions?

Children are guided in their day to day play and learning, to follow clear and realistic guidelines of acceptable behaviour. The positive strategies used by the child minder are clearly documented in the behaviour management policy. We noted that the child minder was calm and sensitive in her approach and used gentle strategies, providing a positive role model to the children in her care. For example, she encouraged tidying away of toy, using polite manners and turn taking. She has created a welcoming and friendly atmosphere that works well because established rules are in place, which the children know and follow, as well as providing them with plenty of positive feedback. As such, we saw that this has cascaded down to the children's kind and respectful behaviour towards one another.

The child minder positively manages children's interactions to promote their social skills.

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

The child minder provides a good range of activities to meet children's individual needs. She plans a variety of adult led and free play opportunities, as well as trips out during the school holidays. This enables the children to access different environments to promote their

social and independence skills. They visit local parks, the beach and local attractions, such as Techniquest (a science museum) and Tredegar Park (a mansion set within its own gardens and parkland). Evidence from photographs displayed on the walls and the children's individual records showed them receiving a balance of play experiences to promote their development. The child minder demonstrated that she has a good understanding of the Foundation Phase curriculum, a statutory curriculum for all children aged three to seven years, through the good planning of activities covering all necessary areas. She has also attended recent training courses on planning for children's learning and recording their development. The children enjoyed showing us their books with pictures of them engaging in different activities and pieces of their work.

The child minder includes the children in the planning of activities to promote their development in all areas.

3. Environment

Summary

The child minder's home is welcoming and well-resourced with equipment and furniture that enables children to play, learn and relax. Areas are kept secure and the child minder makes daily visual checks to ensure that they are safe. Written risk assessments are also in place.

Our findings

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

Children are safe because the environment is kept secure and well maintained. The front and back doors were kept locked during the inspection. Smoke alarms are in place, a fire blanket is secured to the wall so that it is easily accessible and risk assessment procedures are available. Visual checks are made of all areas used for child minding and written risk assessments are in place for all areas of the home, garden and outings, identifying risks and any actions taken. 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 allow them to explore their environments.

Children benefit from a safe and welcoming environment.

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

The environment is homely and suitable for a child care service. Areas are well decorated and furnished to provide suitable spaces for children to rest and play in a relaxed and friendly environment. The layout of the space promotes children's independence, as toys are set up for their use and children can easily access play equipment and facilities, such as for hand washing and toilet needs. The open plan environment enables children to move freely between the different areas. There is a dining table in the kitchen for children's use if needed. However, the child minder told us that they mostly use the coffee tables in the large open plan living space to do arts and crafts activities and sociably come together to eat their meals. The living room has large sofas for resting and also provides a separate space for older children to relax and play away from younger children if needed. The garden has plenty of physical play equipment for all children to use and storage to store the resources. We discussed with the child minder the steep steps leading up to the garden, as she has only been using the lower patio area. The child minder agreed to risk assess the top garden and put in safety measures where needed, including gaining written permission from the parent's for their children to access the raised area.

The child minding areas provide a suitable environment for children to play, learn and relax.

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 resources are well maintained for children's use and any broken equipment is removed and replaced. A variety of books are in place to promote children's cultural awareness, as well as Welsh books to support children's Welsh language needs. There are also vocabulary cards and playing cards in Welsh, as well as

light boards. The children use these to display a chosen Welsh word for the day, or the weather or emotions written in Welsh. 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, which the children enjoy.

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 appropriate policies and procedures in place to help her to operate her business. She updates her knowledge through undertaking appropriate training, reviews her service annually and has completed a quality of care review.

Our findings

4.1 How effective is leadership?

The child minder has in place all required policies and procedures for managing her business. We viewed the statement of purpose and saw that it covered all of the changes to the regulations. The child minder records children's accurate times of attendance on a register. We saw evidence of contracts that have been shared with parents, setting out the expectations of both parties. Disclosure and Barring Service checks are in place for all household members over the age of 16 years.

The child minder has good policies and processes in place to help her to effectively operate her business.

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

The child minder annually reviews her service to identify improvements. A Quality of Care Report was written for the academic year 2016-2017 identifying strengths and development points for the service. The child minder has enrolled on a course in Play work and she would like to further her knowledge of additional learning needs. Comments from feedback forms completed by parent's included, "We remain very happy with the level of care you provide ... and feel you are always professional and maintain compliance with manners with the children and adhere to safety aspects" and, "The personal touch you offer all children in your care is exceptional – you know each one of them well ... my children love you". We had the opportunity to speak to two parents/carers about their experience with the service provided and they expressed high levels of satisfaction. A complaints procedure is in place, and the child minder confirmed that no complaints had been received. However, there is no complaint policy available, that is user friendly for older children using the service.

The child minder is self-reflective and gathers service user's opinions to review and make improvements to her service where necessary.

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

The child minder does not employ any staff. She has undertaken training to update her skills and to enable her to carry out her role. We noted that a particular strength of the service was the dedication to updating her knowledge, including on the foundation phase and for children with additional learning needs. Parents are kept well informed of any planned holidays or absences, so that alternative child care arrangements can be arranged. The child minder uses a back-up child minder in emergencies, who the children are familiar with. She has appropriate procedures in place for meeting the necessary standards and providing a reliable service to parents.

The child minder is experienced in her role and she attends relevant training to meet the needs of children in her care.

4.4 How effective are partnerships?

Partnership with parents is promoted by the good systems and processes in place. 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. The child minder ensures that appropriate information is shared with parents on an on-going basis. This includes policies and procedures and information about the children's needs and developmental issues.

The child minder communicates effectively and works closely with parents to support their children's wellbeing.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

At the previous inspection we notified the child minder that she was non-compliant with the regulations, because she had not ensured that all persons over the age of 16 years and residing on the premises had up to date DBS checks. This has now been addressed.

5.2 Areas of non-compliance identified at this inspection

There were no areas of non-compliance identified at this inspection.

5.3 Recommendations for improvement

In order to develop the service and improve outcomes for children, we discussed with the child minder also including a complaint/compliments policy that is user friendly for older children to provide feedback, if required.

6. How we undertook this inspection

This was a scheduled inspection as part of our normal schedule of inspections.

- One inspector undertook one visit to the service and spent time with the child minder and two children in her care. The inspection was conducted in one day;
- observations of the child minder's interactions with the children were undertaken throughout the after school period;
- we reviewed all information held by CIW;
- we examined a range of documentation, including, policies, procedures, record sheets, children's files and log sheets;
- we met with two parents; 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

About the service

Type of care provided	Child Minder
Registered Person	Karen Knight-Davis
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	6:45am to 6:00pm Monday to Friday throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29 September 2015
Date of this inspection visit	13 July 2018
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:	