



# Childcare Inspection Report on

**Gemma Fenner**

**Knighton**



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## **Description of the service**

Mrs Gemma Fenner has been providing care from her home in Knighton since being registered with Care Inspectorate Wales (CIW) in October 2010. She provides care for up to seven children up to 12 years of age and operates Monday, Tuesday Wednesday and Friday between the hours of 8 am and 4:30pm. English is the main language of care.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy a range of interesting activities. They are very happy, settled and confident. Children have strong bonds of affection with the child minder. The environment in which care is given is bright, safe and stimulating. The child minder is committed to ongoing improvement and involves parents and children in discussions about ways to improve the service she offers. Good relationships have been formed with parents.

### **2. Improvements**

None noted since the last inspection.

### **3. Requirements and recommendations**

We made some recommendations and these are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children appear settled and happy and enjoy their time at the service. They find the range of activities and play experiences interesting and stimulating. They express themselves confidently and have a strong voice.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are listened to and are able to make choices. They are encouraged to speak and express themselves.

During our visit, we saw children play happily in the play room and they had a choice of activities. One child chose a range of puzzles and games to play with and all children were fully engrossed in playing the game with the child minder. Children also enjoyed playing with the musical instruments and being able to choose the instrument and the songs to sing. Children enjoyed moving freely from one activity to another.

Children at this service have a voice.

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

Children feel safe and relaxed and know that their feelings and concerns are taken into account.

Children were relaxed and at ease with the child minder and confidently approached her for help, cuddles and to show her what toys they were playing with. Children responded well to praise. We heard the child minder praising the children saying, 'Well done' and 'clever boy,' and children smiled in response. We saw children spontaneously crawl to the child minder, sit on her lap, and put up their arms for comfort. Parents stated that their children had settled well and enjoyed coming to the child minder and they were very happy with the experiences their children had.

Children are well settled, happy and relaxed and have formed strong bonds of affection with the child minder.

### **1.3 How well do children interact?**

Children are learning how to manage their behaviour, are confident to co-operate and they take turns and share.

The atmosphere in the home was welcoming and we found that children were settled within their surroundings. We saw a child experience their second visit who was seen to be very relaxed and happy in the child minder and other children's company. The child was content in babbling away and smiling. Children sat at the kitchen table on

the child minder's knee enjoying playing with puzzles, taking in turns and encouraging one another. We saw children respond positively in a non-verbal way when asked if they would like a drink and if they were ready for their lunch. Older children were happy to talk to the child minder and express their needs and wishes.

Children interact positively at the service and comply well with rules of socially acceptable behaviour.

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

Children sustain interest for age appropriate amounts of time and move freely between activities.

We saw children taking part in a variety of activities including messy play outdoors, playing with vehicles, building blocks, instruments, playing with soft toys and a range of games and puzzles. We saw them able to sustain their interest for a reasonable amount of time and they really enjoyed playing in the garden with the child minder. Later children happily played with interactive and musical toys. The child minder got down on the floor with them and encouraged them to make the sounds that the toys were making and maintained eye contact with them.

Children take part in play-based activities, which they enjoyed.

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

Children have a variety of experiences that promote their all-round development.

We saw that children developed their skills as they took part in a range of activities such as imaginative play within role play areas, toy cars, building blocks and playing with musical instruments. After lunch, they enjoyed time outside playing on the trampoline, slide and rice play. Children also benefitted from going on walks, visiting local parks and going to local groups. During these outings, children were able to form friendships with other children, promoting their social skills. They had focused activities and enjoyed sitting at the table doing a jigsaw trying to put the pieces in, this helped to develop their fine motor skills. For lunch and tea times younger children sat in highchairs or on the booster seats. Older children enjoyed their meals at the kitchen table. They could access the toilet independently or with support from the child minder where needed.

Children have a good range of opportunities to promote their independence.

## **2. Care and Development**

### **Summary**

The child minder is motivated and enthusiastic. She follows her policies and procedures to support children's development and to keep them safe and healthy. She has a good understanding of the children's individual needs and effectively meets their needs.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder has a good understanding of her role and responsibilities in relation to child protection. Children are kept safe and healthy with regular physical activities.

The child protection policy included procedures and local contact numbers for making referrals. The child minder gave positive responses to given scenarios and confidently explained how she would deal with disclosures or recognise signs of abuse. The child minder took the children in her care for a walk daily. Outdoor play was an important part of the care offered and children spent a lot of their time in the garden exploring various areas and using the large ride on toys. Children bought their own meals and the child minder provided snacks.

Children are kept safe and their physical health is promoted.

#### **2.2 How well do practitioners manage interactions?**

The child minder is an effective role model, who interacts positively with the children, acknowledging good behaviour constantly.

We saw that the child minder effectively promoted children's all round development and heard her praise good behaviours, saying, "Well done," "good boy" and "how clever". The child minder was very calm and patient throughout our visit and employed active listening skills. She got down on the floor to a child's level and made good eye contact. The child minder took her role seriously and placed great importance on children learning good social skills and behaviour.

The child minder manages behaviour effectively and consistently.

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

The child minder knows the children well, understands their needs and keeps parents well informed about their child's progress.

We saw that information about the children was fully completed, which could be further enhanced by including the child's likes, dislikes, allergies, and information about their family. The child minder planned regular activities that met children's needs and included regular trips out. The child minder was very responsive to children's needs and clearly knew them well. The child minder ensured that children had the opportunity to celebrate saints' days such as St David's Day and celebrations such as Mother's and Father's Day.

The child minder plans interesting and stimulating activities that promote the children's play and development.

### **3. Environment**

#### **Summary**

The child minder provides a warm and child friendly environment and a suitable supply of age appropriate resources to children. The environment is safe, clean and secure and impacts adequately upon children's well-being. The garden is accessible from the kitchen.

#### **Our findings**

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

The child minder keeps the premises safe, clean and tidy.

The locked front door to the house and gate to the garden ensured premises were safe for all children. The child minder keeps a record of visitors to the property; she asked for our identification on arrival and asked us to sign the visitor's book. Premises were clean, comfortable and well maintained. Risk assessments on all areas used for child minding as well as activities undertaken were recorded. Fire drills took place on a regular basis.

The child minder operates effective procedures to keep the environment safe for children.

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

The environment is welcoming and provides opportunities for children to develop their skills.

The child minder provided a dedicated play room for the children to play in, they used the kitchen for messy play and during mealtimes and the lounge was used for nappy changing and sleeping. Resources were stored at children's level in the main.

The child minder ensures that the environment is suitable.

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

The child minder has a good stock of toys and equipment, which are suitable for the children's needs.

We saw that children had access to a wide selection of resources such as building blocks, trampoline, slide various balls, cars and trucks, dolls and pushchairs. Resources were clean and age and / or developmentally appropriate for all children in the child minder's care.

The child minder has a good supply of suitable and age appropriate toys and resources.

## **4. Leadership and Management**

### **Summary**

The child minder maintains the required records and documentation and has adequate organisational skills. She complies with regulations and national minimum standards. The child minder manages the service well and has a system in place to review the service.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder creates a positive ethos where children feel valued and she strives to promote good outcomes for children.

The statement of purpose was clear and informative and although the child minder stated it was recently reviewed. At the time of placement, parents were given copies of core policies. These had been recently reviewed but further detail is still required. The child minder has registered with the Information Commissioners Office in respect of the data she holds. She had recently updated her data protection policy in respect of the General Data Protection Regulations (GDPR). All of the required child records and documents were in place as well as all of the required consents from parents.

The child minder is adequate in her management style.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder has systems in place to evaluate her service. She values feedback from parents and children.

The child minder had collated questionnaires from parents and children with a very good return response. A written report was in place but the child minder stated that this need to be further developed. The child minder had established some priorities for improving the service she offered.

Self evaluation and planning for improvement is developing.

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

The child minder manages her service to ensure children develop whilst in her care.

The child minder had kept up to date with the required core training and had a valid Paediatric First Aid certificate and safeguarding training. The child minder kept registers, which contain information on those children attending the service. She had

a public liability insurance certificate. The current Disclosure and Barring Service (DBS) certificates for both the child minder and household member were valid.

The child minder manages her business effectively to ensure good outcomes for children.

#### **4.4 How effective are partnerships?**

The child minder has good relationships with the parents.

The child minder has positive working relationships with parents; she provides daily verbal updates at drop off, and pick up times. She completes a daily diary for infants and babies, which she told us parents appreciated. The child minder also told us about a time she spoke to a health visitor on how to best meet a child's needs. From discussion, we were satisfied that the child minder understood her duty and the importance to maintain confidentiality at all times. We saw signed consent forms for photographs, activities, observations and the use of sun cream.

The child minder has positive partnerships with parents and is committed to working together for the children's well-being.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We made the following recommendations to the child minder:

- Produce a confidentiality policy;
- read and implement the infection control tool;
- update information such as address and contact number of CIW;
- include more detail in the quality of care report and
- update safeguarding and complaints policy to detail how to raise a concern/issue about the child minder or household members.

## **6. How we undertook this inspection**

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

One inspector carried out a visit to the service, arranged at short notice, lasting three and a half hours.

We:

- had discussions with the child minder about her service;
- observed the children and the care which they received;
- looked at a wide range of records including children's registers, children's records, the child minder's policies, safety records, and the statement of purpose;
- spoke to one parent at the service;
- inspected the premises and
- gave verbal feedback to the child minder on our findings from the inspection.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Gemma Fenner
Registered maximum number of places	7
Age range of children	0-12 years
Opening hours	8am to 4:30pm Monday, Tuesday, Wednesday and Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 September 2015
Dates of this inspection visit(s)	18 September 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 service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use or intend to use their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information:	