



Childcare Inspection Report on

Gemma Prance

Cardiff



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Description of the service

Gemma Prance is based in the Ely area of Cardiff. Her service is provided from her home and she minds alone. The service operates five days a week in term time and in school holidays and is conducted through the medium of English. The child minder is registered to care for a maximum of 10 children and she has been registered since June 2011. The child minder lives with her two grown up children.

Summary of our findings

1. Overall assessment

We found that children attending this service enjoy their time and are happy to attend. They are able to make choices over their play and they have access to a suitable range of play resources. Warm relationships with the child minder and between the children are evident. Parents and children benefit from a reliable service, but elements of the service do not meet the legal requirements.

2. Improvements

Since the last inspection, the child minder has bought new resources to meet children's next steps in development. She has rearranged stored resources and labelled them to help children access them independently.

3. Requirements and recommendations

During our inspection we identified serious concerns about children's records. The service is not meeting its legal responsibilities and we have issued a Non-Compliance Notice in respect of this matter.

We also found that the child minder was not meeting her legal responsibility in respect of maintaining a current certificate in paediatric first aid. However, she booked a place on a course promptly and has provided evidence of the booking to us, so we have not issued a non-compliance notice on this occasion. Continuity of paediatric first aid certificates will be looked at again during the next inspection of the service.

We also found the child minder was not meeting her legal responsibilities in respect of maintaining current public liability insurance. However, we have not issued a non-compliance notice on this occasion because the child minder provided evidence to us the day after the inspection that she had addressed the matter. Continuity of insurance cover will be looked at again during the next inspection of the service.

We also made recommendations in relation to paperwork and the environment.

1. Well-being

Summary

Children in this service are able to make their own choices about their play and are supported to do this. Their independence is promoted and they enjoy the range of play opportunities available to them.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves, and their views are valued by the child minder. We saw the child minder encourage children to talk about their day during meal times. She sat with them and they chatted happily about what they had done in school and the activities they wanted out. We asked the child minder how she consults with the children to ensure they are able to make choices over their play. She told us that she very much takes her lead from them and provides the activities in which they demonstrate an interest. During the inspection, we saw this to be the case as children made entirely free choices about what they wanted to play with. She told us that their interests help determine the topics they look at and the activities she plans around the topic. Activities changed frequently during our visit and this was largely due to the children's interests being taken by different resources available.

Children are able to make choices over their play at this service.

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

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. Children have clearly developed bonds of affection with the child minder. It was evident that strong links had developed between the children, their families and the child minder. We saw that the children were happy and confident to approach the child minder and chat with her whilst they played. The children expressed enjoyment, and we saw them smiling and laughing amongst themselves. Children were very confident and were happy to play and find resources fairly independently. Despite their differing ages all children played together as friends, negotiating their play and talking about how well each other was doing in their games.

Children are well settled, happy and confident. They have formed friendships and feel valued.

1.3 How well do children interact?

Children are able to manage their behaviour, co-operate, take turns and share. The age range of children we observed was wide (1 year to 9 years) but we found that all children attending had a suitable awareness of the behaviour expectations and were able to manage their behaviour to meet those expectations, in line with their age and stage of development. It was evident that warm relationships had formed between the children. The child minder told us that she had seen the children's play skills develop over the time they had been with her and that they were becoming more sensitive to each other's feelings. We saw the children playing co-operatively and take turns.

Children are able to manage their behaviour and they experience warm and friendly interactions with their peers.

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

Children are interested and excited in the play based activities which are very much led by them. They were very happy during each activity and, once they had grown tired of any activity, they found another with the help of the child minder. The child minder supported their play and helped them to persevere with problems they encountered. Two pre-school aged children played with a large jigsaw puzzle and persevered well to finish it. They also enjoyed building towers with non-interlocking bricks, then demolishing them, and also making lots of drawings with various materials. Several children attending are of school age, and they were given free choice of activities. The child minder told us that she does this because they have had a long day in school and often do not have the energy or wish to engage in a more structured activity. We saw that these children were well able to direct their own play. They played for over an hour exploring various creative materials. They were very happy in this and played well together. One of the children made a picture with a combination of drawing and stickers. He was very pleased with it, was very keen to show it to us and carried it around with him rather than putting it away to take home.

Children enjoy their play and learning, sustaining interest in their play and gaining a sense of achievement from it.

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

Children are developing across a range of skills. The child minder spoke knowledgeably about the children, and was able to tell us about the developmental progress of the children across the time they had been with her. Many had attended since before they attended school and so had developed tremendously during their

time with the child minder. The child minder told us that she encourages children to take the opportunity to do what homework they had whilst with her and as such, supports them in the school learning. Children were also encouraged to help to tidy up and to be generally independent in the environment as their age allowed.

Children are making progress, and are confident and independent, appropriate to their age and stage of development.

2. Care and Development

Summary

Children and parents benefit from a child minder who has a good understanding of individual children and is able to meet their needs. The child minder provides activities which the children enjoy and find interesting. The child minder respects the children in her care and the decisions they make. Children are safe and healthy because the child minder understands most of her responsibilities.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures that her policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. The child minder was able to speak knowledgeably about dealing with child protection concerns and had undertaken child protection training in her previous career as a teacher. Good hygiene is mostly promoted at the service. The nappy changing mat was disinfected after each use. Food preparation areas and high chairs were also clean. The service has registered with Environmental Health as a food business and children were encouraged to wash their hands before snacks and meals. We noted that individual hand towels were not available in order to prevent cross-infection. The child minder said they were normally available, and this should be ensured. The child minder provides all of the food for the children and we saw the food provision was balanced and nutritious and she has a current food hygiene certificate. The child minder has in place a suitable system to record any medication that is administered to children and any accidents the children have whilst in her care. Fire drills are practiced monthly and a record of the drills is maintained.

The child minder keeps children safe and healthy and there are appropriate policies and procedures in place to support this.

2.2 How well do practitioners manage interactions?

The child minder sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour, taking into account children's age and understanding. We observed that the child minder was positive and warm in her guiding of behaviour. She was proactive in praising the children when they behaved well, thereby reinforcing this good behaviour. We heard her praise good sharing and helping to tidy up. She was also very encouraging when the children made a good effort and praised this, and it was evident from our observations that the children responded well to this praise and encouragement. No significant issues of behaviour management occurred during the inspection, largely thanks to the positive approach

taken. The child minder managed small behaviour issues, such as using an unkind word, with gentle verbal reminders and this was sufficient.

The child minder manages interactions effectively and this has a positive impact of children's experiences at the service.

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

The child minder provides a nurturing and caring environment in which children's development is promoted and their needs met. We saw that the children were very comfortable to interact with child minder and she responded to them with affection. Warm relationships were evident. The child minder is cheery and warm with the children. She clearly enjoys her work and has shown a dedication to her ongoing professional development by engaging in a wide range of training to enhance her skills and understanding.

The child minder is aware of the principles of the Foundation Phase curriculum and was able to speak knowledgeably to us about the different skills she was hoping to develop in the children through the various activities she provided. It was clear through our observations that she had taken into account children's interest and abilities to plan for the next steps in their learning, because the children responded well to the activities provided and were interested and engaged. The child minder keeps a record of children's development, recording photographs and meaningful observations of children's abilities which can then help to inform the activities she plans.

Children's dignity and privacy is promoted and they are treated with respect. Nappy changing is undertaken discretely to provide privacy for the child whilst still allowing the child minder to supervise the other children in her care.

The child minder effectively promotes children's development and wellbeing through the play and care provided.

3. Environment

Summary

Children benefit from an environment which is safe, clean and welcoming. They have access to a suitable range of resources which are appropriately maintained. However, they do not benefit from being able to access the outdoors at the home.

Our findings

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

Parents can be confident that the areas used by children are safe and well maintained. The child minder has identified and addressed the majority of risks within her home. We saw that the rooms that children access were well maintained and decorated. We examined the risk assessments and found that they were suitable and kept under review. We noted one risk which we highlighted to the child minder: she did not lock the front door when caring for children and this should be addressed. A safety check for the gas system within the premises had been conducted within the last 12 months. However, valid insurance cover for Public Liability was not in place. The insurance cover had expired the previous week and the child minder addressed this on the day of the inspection when she realised. An effective system should be implemented to ensure certificates that expire are renewed in good time.

Children are cared for in a safe, clean and secure environment.

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

The child minder promotes children's well-being because the facilities and equipment provided meet their needs. We found that the home was well maintained and that there was a good standard of cleanliness and repair throughout. There is a dedicated play room and the way in which resources are stored means that children can access some of them independently, and this helps to facilitate their free choice. A child sized table and chairs are available for the children to do activities, as well as a sofa to relax on and a full sized table and chairs for older children. Although the home has a garden, children do not have access to it and the child minder should consider what she can do to make it available for children. Also, for much of the day the television was on in the background whilst the children were playing and we could see that they were unnecessarily distracted from the activities available. It was not provided as a purposeful activity but served to unnecessarily distract the children from their activities. We discussed our observations of the impact it was having on children's engagement in their play. We also informed the child minder that background noise can be detrimental to developing speech in young children. The child minder should

reconsider the way in which she provides television programmes and the reasons for providing them.

Children benefit from a suitable environment and adequate space to play, learn and develop. However they cannot access the outdoors at the home and the provision of television should be given further consideration.

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

Children have access to toys and equipment that are appropriate and suitable to their needs. We saw that the resources at the service covered a wide range of play opportunities. There were books, threading activities, small world toys (such as cars and trains), craft resources and puzzles which the children enjoyed. We saw children freely accessing some of the stored resources on occasions, finding what they wanted to play with from what was available. The child minder told us she is mindful to clean the resources on a regular basis.

Children benefit from a good range of toys and equipment that promote their development.

4. Leadership and Management

Summary

Children and parents benefit from a reliable service. Suitable policies are in place which outline the service and this helps to ensure that parents have sufficient information available to them. However, we found that elements of the service have not been operated with due regard to the regulations and National Minimum Standards for Regulated Child Care 2016 and the service does not fully comply with legal responsibilities with regards children's records, insurance and qualifications in paediatric first aid.

Our findings

4.1 How effective is leadership?

Children and parents benefit from a reliable service but not all aspects of the service are well planned. The child minder has a Statement of Purpose in place but it does not contain any of the information required by NMS 1.2 and so it should be reviewed. We examined the service's policies and found them to be appropriate, with only minor amendments to be made which we discussed with the child minder. We examined the register of children's attendance and found that it contained children's times of attendance and that it was completed in a timely manner. However, it did not record children's full names and this should be done for clarity.

Parents cannot be fully confident the provision is well run through sound leadership and management because there are elements of the service where insufficient care and attention has been paid to the requirements of the regulations and National Minimum Standards.

4.2 How effective is self evaluation and planning for improvement?

There is a system in place to ensure that a formal self evaluation of the service is undertaken. The child minder told us that she consults with parents and children to complete her Quality of Care review on at least an annual basis. The Quality of Care report states that the child minder consults with parents and children in order to review the quality of the service, and uses that information to set an action plan intended to improve the service over the following 12 months. However, the report would benefit from the more explicit inclusion of feedback from children and parents.

The child minder draws on first hand evidence and the views of parents and children to inform her plans for improvements to the service.

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

The child minder is effective in managing her own time and prioritising activities responsively to ensure that the children's needs are met in a timely manner. However, a suitably robust system is not in place to ensure that all necessary certificates are renewed before they expire. We observed the child minder to be well organised and we saw that this allowed her to remain calm whilst delivering care. Examples of this included having children's snack at hand for when it is needed, as well as having nappy change resources easily accessible. This calm and relaxed care environment has a positive impact on the children's mood and their interactions. Procedures are in place to ensure the person caring for children is suitable and qualified to do so. The child minder and members of her household over the age of 15 years each have current DBS checks in place and the child minder has a system to ensure they are renewed as necessary. The child minder has also shown a strong commitment to her continuing professional development by undertaking several training courses to further improve her understanding of child care and related matters. However, the child minder was unable to provide evidence that she had renewed her certificate in paediatric first aid last year when it expired. The service is therefore not meeting its legal responsibilities in this respect. We have not issued a Non-Compliance Notice on this occasion because the child minder provided evidence to us promptly that she had booked a place on the next available course. We also found that the child minder had allowed her Public Liability Insurance to expire in the week prior to the inspection. The service was not meeting its legal responsibilities in this respect, but we have not issued a Non-Compliance Notice on this occasion because she provided evidence the day after the inspection that she had renewed her insurance cover.

The service is well organised on a day to day basis and this has a positive impact on children's experiences. However, improvements are required to the long term organisation of the service.

4.4 How effective are partnerships?

Children have their needs and preferences identified and parents know how these will be met. However, the child minder does not hold all necessary information on all children. The child minder told us that when parents make an enquiry about engaging care, she asks them to visit the service so that they can discuss their requirements and the service she can offer. She would then invite them to visit with the child so that the child can meet the child minder and become familiar with the home and other children. Further settling in visits could then be arranged. A child record form would be completed by the parents so that the child minder has all the information necessary to be able to provide care to the children and meet their needs, such as the child's likes and dislikes, routines and development. We examined these records and found that most contained the information required by the regulations. However, two children's records did not, and the service is therefore not meeting its legal responsibilities. This is a serious matter and we have issued a non-compliance notice in respect of this.

There are policies in place which outline how the service operates and these are made available to parents at the outset. Parents are kept involved and informed about their child's activities. The child minder talks with parents at the beginning and end of each day to inform them of how the child has been. However, written daily feedback is not provided for parents of children under two years of age and this should be put in place.

Children's needs are identified and parents have all the information they need to make an informed choice about using this service. However, the child minder has not recorded all of the information on children required by the regulations.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Individual hand towels should always be available for children to dry their hands to prevent cross infection;
- consideration should be given to the way television is provided in the setting and how it impacts on other activities and children's experiences;
- children should be able to access the outdoors at the home;
- the front door should be locked for security;
- an effective system should be implemented to ensure certificates that expire are renewed in good time;
- written daily feedback should be offered to parents of children under 2 years of age;
- the Quality of Care report should more explicitly reflect feedback from parents and children;
- registers of attendance should record children's full names for clarity;
- the service's Statement of Purpose should be reviewed to ensure it includes all necessary information, as prescribed in NMS 1.2;
- the new contact details for the Cardiff MASH team should be updated in the Child Protection policy and the Uncollected Child policy; and
- the Healthcare, Illness and Exclusion policy would benefit from referencing the Public Health England's "Health Protection for schools, nurseries and other childcare facilities" for exclusion timescales.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We considered the following information as part of the inspection process:

- One inspector undertook an announced visit to the service. We visited the service on two visits in one day to observe children and the care they received;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the day; and
- we examined a range of records, including the Statement of Purpose, policies, health and safety records, children's files, activity planning and developmental records.

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	Gemma Prance
Registered maximum number of places	10
Age range of children	Birth to 12 years
Opening hours	7am to 6pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	05/12/2014
Dates of this inspection visit	09/07/2018
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?	<p>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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i>.</p> <p>The service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</p>
Additional Information:	



Care Inspectorate Wales
Children and Families (Wales) Measure 2010
Child Minding and Day Care (Wales) Regulations 2010
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

Gemma Prance

Cardiff

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Leadership and Management	Our Ref: NONCO-00006412-HWLW
Non-compliance identified at this inspection	
Timescale for completion	17/08/18
Evidence	
<p>The Registered Person is not compliant with regulation 30(1)(a) - Keeping of records.</p> <p>This is because the Registered Person has not ensured that she holds complete children's records for each child in her care.</p> <p>The evidence is that we examined records held on the children being cared for and found that the format of the child minder's records had changed and she no longer requested the home address of the child, the name, home address and phone number of parents, or GP details. Consequently, this information was not held on the two most recent children that had come into the service. Also, one of these parents did not fill in the date of birth for their child and the other parent has not indicated allergies. The child minder has not ensured this information is completed.</p> <p>The impact on people using the service is that children's safety and well-being cannot be guaranteed because the child minder does not have sufficient information.</p>	
Description of non-compliance/Action to be taken	Regulation number
The Registered Person has not ensured that she holds complete children's records for each child in her care.	30 (1) (a) Sch3.03 30 (1) (a) Sch3.04 30 (1) (a) Sch3.05 30 (1) (a) Sch3.09