



Childcare Inspection Report on

Soffia Usman

Cardiff



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Description of the service

The child minder is registered with CIW (Care Inspectorate Wales) to provide home based childcare for up to 10 children under 12 years of age. She operates her service Monday to Friday, 7:00am until 6:00pm, from her family home in Cardiff. Child minding takes place on the ground floor, with easy access for the children to an enclosed garden. This is a mainly English language service with some use of Welsh.

Summary of our findings

1. Overall assessment

Children receive responsive care from a child minder who is well qualified and motivated to promote their well-being effectively. They receive warm and sensitive care and have built up very nurturing relationships with the child minder. This helps them feel secure, settled and confident to express their views and make their own decisions. They can enjoy a good variety of interesting activities, both at the child minders home and in the community. These activities are carefully planned to promote their development across all areas of learning and many involve outdoor play. The service is managed effectively. Comprehensive procedures are successfully implemented to ensure children are safe and their health is promoted.

2. Improvements

All areas of non-compliance highlighted and good practice recommendations from the last inspection have been addressed.

3. Requirements and recommendations

No non compliances were identified at this inspection. We made some good practice recommendations which are summarised at the end.

1. Well-being

Summary

Children really enjoy their time with the child minder. They are made to feel welcome and at home and receive responsive and attentive care. This helps them feel secure and gives them the confidence to follow their own interests and express their views. They are able to enjoy good variety of activities, which promote their development successfully.

Our findings

1.1 To what extent do children have a voice?

Children are able to express their views and make choices about what they do. Throughout the inspection children could choose their activities and the child minder facilitated their play. They could adapt their games in line with their wishes and the child minder happily followed their lead. At lunch time children could talk with the child minder about what they wanted to eat. Children moved around the downstairs confidently, choosing where to play and find resources.

Children are listened to and their views are valued, which gives them confidence and promotes their self-esteem.

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

Children are very secure, settled and relaxed with the child minder. They have forged strong bonds of attachment with her, are very happy in her care and approach her easily for cuddles and support. They enjoy lots of individual attention and positive interactions. They are able to talk with the child minder about their family and are confident that she knows them well. Toys are visible and easily accessible to them, which helps them feel at home and welcome at the child minders. They are familiar with the routine of the day and understand what the child minder expects of them, which promotes their sense of security. Their individual needs are responded to promptly and they receive very supportive and unhurried care.

Children are relaxed, confident and feel safe at the child minders.

1.3 How well do children interact?

Children interact well in line with their age and stage of development. With support and gentle reminders, they shared and took turns. Children were respectful of each other we saw children sharing books and cooperating to take turns whilst playing games. They played with and alongside each other and at times were happy to play on their own. They demonstrated good manners.

Children interact well for their age and stage of development and are forming positive relationships with the child minder and other children.

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

Children enjoy a good variety of activities at the child minder's home and out and about. They thoroughly enjoy a range of play and learning experiences at her home and benefit from accessing community facilities. 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 visit, there was a balance of both self-directed and adult directed play available for the children to choose from. The children laughed and smiled as they played with a selection of toys and during their interactions with the child minder. They were curious and sustained interest in activities because activities are varied.

Children enjoy their play and learning very much.

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

Children's all round development is promoted. They are very confident and keen to follow their interests. Their individual needs and developmental requirements are very well understood by the child minder. This means they are able to enjoy relevant, interesting and age appropriate activities that help them learn through their play. They are encouraged to develop their independence through activities appropriate to their age and stage of development but well supported if they need it. For example, they are learning to eat with appropriate cutlery, dress themselves and manage their personal needs, confident the child minder is on hand to assist them. They are able to develop their social skills through their very positive interactions with the child minder and other minded children with whom they meet up with regularly.

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

2. Care and Development

Summary

The child minder is an experienced and confident child care practitioner with a number of qualifications relevant to her role. She is nurturing and warm with the children. She knows them very well and provides a good range of activities that promote their sense of fun, engage their interests and help them develop. She promotes a healthy lifestyle, with lots of outdoor play, and implements effective systems to keep them safe.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a good understanding of her responsibility to safeguard children. We saw that there was a safeguarding policy in place which included a reference to the Prevent duty. Prevent is a government strategy to protect children from extremism and radicalisation. During our discussions she told us that she was confident to recognise any safeguarding issues and clear about her duty to refer any concerns relating to the welfare of a child to the appropriate authority. Accidents are well recorded and were typical of the age and stage of development of the children. A form to record children's existing injuries was in place. The child minder promotes healthy lifestyles by ensuring that children are offered fresh, nutritious food which includes fresh fruit and vegetables. We saw that detailed information on allergens and administration records for medication. The child minder reviews risk assessments regularly and ensures that a new assessment is carried out before visiting any community facilities.

The child minder keeps children safe and healthy by maintaining effective systems which are regularly reviewed.

2.2 How well do practitioners manage interactions?

The child minder implements positive strategies to help children manage their behaviour in line with her behaviour management policy. She is calm and patient with the children. She listens to them and allows them time to express their feelings and views, whilst giving clear directions about what is expected regarding their behaviour. Strategies such as praise, encouragement and giving children good choices and lots of individual attention are used to promote children's self-esteem. We saw that she implements a reward chart which focused on one weekly target. During our visit children were focusing on saying 'Please and Thank you' with reward stickers to be given when they go home. The atmosphere is happy and relaxed.

The child minder manages children's interactions very well.

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

The child minder plans and provides a very good variety of interesting activities and gives supportive care to promote children's development. She uses her 'Cache Level 3 Diploma' training and knowledge of child development to observe and assess children's individual developmental needs. She records and monitor children's development and plans activities that will provide suitable challenges to promote the next steps in their learning. These activities incorporate all the areas of learning to ensure children have a wide range of experiences and develop their skills across the key areas. We saw that the child minder follows the children's lead and ideas, and gives close individual attention, chatting naturally with them using appropriate language to help them develop their learning. The children are able to learn about other faiths and cultures and we heard incidental Welsh used frequently throughout the inspection visit.

The child minder successfully promotes children's development and has the skills and knowledge to meet their individual needs very well.

3. Environment

Summary

Children benefit from a very welcoming, child centred environment, and the layout of the child minder's home encourages their independence. There is a range of good quality play resources, which meet children's interests and promote their development. The child minder implements good procedures to ensure her home is safe and well maintained.

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. Clear policies and procedures ensure that this is a safe environment to deliver a quality service. Regular safety checks are carried out and we saw that risk assessments for the indoor and outdoor areas are undertaken and reviewed. The child minder ensures that the front door is locked at all times and that all visitors are recorded when minded children are present. We saw documents which showed that the gas boiler, electrical system and fire testing equipment are regularly serviced. She carries out regular fire drills to ensure that all children understand the importance of the process. A fire blanket is located in the kitchen area and other safety equipment including smoke alarms. Public liability insurance is in place.

The child minder ensures that the procedures and systems in place keep children safe.

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

The premises are clean, welcoming and attractive. The environment is uncluttered and all resources are easily reached by children. Children are able to choose to play in the living room, garden or the kitchen and they can move around confidently and freely. The toilet is well maintained and accessible with good attention paid to hygiene matters. There are booster seats for children to use at the dining room table if required and a small child sized table in the kitchen. There is a comfortable sitting room where children are able to sleep when needed.

The child minder maintains an environment which is homely and interesting which promotes positive outcomes for children.

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

All resources and equipment are of good quality and provide developmentally appropriate play and learning opportunities for children. We saw that there was a good range of toys and resources to maintain the interests of all the children of varying ages. Children were very keen to show us the outdoor play area. Although not in use during the inspection, we saw that the shed opened up to double as a playhouse and storage area for toys and outdoor equipment. The child minder told us that she carries

out regular cleaning of equipment and discards anything that is broken immediately. Children are provided with opportunities to learn about the sustainable management of resources by taking an active part in recycling used household items in craft activities.

The child minder ensures that all resources are appropriate for the needs of the children and enhance their experience and development.

4. Leadership and Management

Summary

The child minder manages her service efficiently with due regard to the National Minimum Standards for Regulated Childcare and to the Child Minding and Day Care (Wales) Regulations. She is motivated and keen to provide a service that allows children to thrive. Paperwork is very well organised in a secure locked office area and parents can be clear about how the service operates. The child minder implements informative ways of ensuring parents are kept well informed about their child's progress, achievements and daily activities.

Our findings

4.1 How effective is leadership?

The child minder has a clear vision which is outlined in a detailed Statement of Purpose. This, along with a range of comprehensive policies, is provided to parents before enrolling in the service, allowing them to make informed decisions about the care of their children. She keeps up to date with developments through her membership of a professional body for childcare providers and demonstrates enthusiasm for developing her own skills. Record keeping is detailed and very well organised. All required documentation are in place and we noted that policies are reviewed regularly. We looked at a range of documentation including registers, accident/incident forms, contracts with carers, medication records and children's development records. All were completed appropriately and were well organised.

The child minder demonstrates very effective 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 has developed comprehensive processes to keep up to date with current practice and legislation. We saw that she has sought the views of both parents and children alike and we noted that she had acted upon some of the feedback from parents. The child minder encourages the views of the children by gaining their opinion on what they have enjoyed doing on a regular basis. We saw that following her annual review she had drawn up a clear action plan for the year ahead. The child minder had completed the Self-Assessment of Service documentation as requested by CIW. She uses her knowledge to further improve her service and outcomes for children.

The child minder is very effective in evaluating her service.

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

The child minder maintains detailed records of her qualifications, training and DBS certificates of herself and her family. She told us that she has arranged for her daughter to care for her minded children in the case of any emergency or unforeseen situation. The child minder does not employ an assistant.

The child minder meets her legal responsibilities with regard to maintaining records that demonstrate her suitability to care for children.

4.4 How effective are partnerships?

The child minder has developed good relationships with parents and works closely with them to learn and share information about each child's needs. We saw comprehensive daily verbal and written communication with parents. Parents are informed of activities, achievements, observations, concerns and what children have eaten. Additionally, the child minder gives parents opportunities to meet with her on a one to one basis to discuss any aspects of their child's care. Parents are kept informed of when policies are reviewed and amended and are provided with updated copies which they sign to agree. The child minder attends a child minding group in order to share knowledge and provide support to each other. She is a member of a professional support organisation that she told us she found supported her with training and development.

The child minder works hard to develop and maintain effective partnerships with parents and other professional organisations.

5 Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- All areas of non compliance have been addressed since the last inspection in May 2015.

5.2 Recommendations for improvement

- Ensure all areas of registration forms completed by parents and carers and
- consider undertaking fire drills more frequently due to the young age of some of the children attending the service.

6 How we undertook this inspection

This was a full inspection looking at all aspects of the service, undertaken as part of our normal schedule of inspections. We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service;
- the inspection was carried out by one inspector over two visits;
- we observed activities and interactions between the child minder and children present;
- we looked at a range of records and documents including contracts, the statement of purpose, children's records and daily diaries, records of attendance and policies and procedures;
- we viewed the parts of the premises used for child minding and looked at the safety measures in place;
- we spoke with the child minder about how she ran the service and her plans for the future and
- our findings were fed back to the child minder following the inspection.

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	Soffia Usman
Registered maximum number of places	10
Age range of children	0 -12 years
Opening hours	7:00am to 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 May 2015
Dates of this inspection visits	13 December 2018 & 15 January 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 <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information: None	