



Childcare Inspection Report on

Sian Steggles

Caerphilly



Date of Publication

Monday, 1 April 2019

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Description of the service

Sian Steggles has been registered with Care Inspectorate Wales (CIW) since August 2013 and is currently able to care for up to four children aged from birth to 12 years. The child minder lives with her husband and two children who are both aged 12 and under. The child minder also has a cat and pug dog. The service is located in a quiet, residential setting in Caerphilly and operates from Monday to Friday 7.30am to 6.30pm throughout the year. Care is provided through the English language, with the use of some incidental Welsh.

Summary of our findings

1. Overall assessment

Outcomes for children are good as the child minder is responsive to children's needs and manages interactions well. She plans ahead to ensure that children enjoy a range of activities. Children receive good, nurturing care and have access to a good range of play activities and resources. Relationships are mutually respectful and the children are obviously very fond of her. The management of the service is well organised and detailed and the child minder regularly undertakes training to support her professional development. A small number of recommendations have been made so that best practice is followed. The child minder is fully compliant with the National Minimum Standards (NMS) and The Child Minding and Day Care (Wales) Regulations 2010 for children's day care.

2. Improvements

- The Statement of Purpose has been updated to include the correct contact details for CIW.

3. Requirements and recommendations

There were no areas of non-compliance identified during this inspection. Recommendations for improvement which relate to some elements of record keeping have been recorded in a section towards the end of this report.

1. Well-being

Summary

Children are able to make choices and are encouraged to express themselves and outcomes for minded children are good. Play opportunities are planned, plentiful and meet the needs of the children. Children are happy and settled and are clearly fond of the child minder.

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 the children move freely to things of interest. The child minder keeps a selection of toys in boxes as well as having some out on display which enabled the children to play with a variety of toys with considerable ease. She listened attentively to the children, giving time to respond verbally or non-verbally, as well as repeating their words, asking questions for clarity, which reinforced their language skills and cognitive understanding. We heard children asking the child minder for help such as "*Will you help me with my drawing?*" which demonstrates children feel comfortable to ask for help.

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 confirmed on viewing completed parent questionnaires, which were complimentary and stated that their children were very happy at the setting. The children were comfortable, settled and relaxed and approached the child minder when needing help or assistance. We saw that they moved freely around the home to support their play. One child enjoyed playing with a game of skittles and talked about how more would be knocked down if they were stacked together, rather than in a long line. We heard that conversations flowed naturally between the children and the child minder. There were lots of jokes, conversation and laughter and the children have obviously developed a bond with the child minder and enjoy their time at the setting.

Children feel safe and are happy with a child minder who values the children in her care.

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 try things for themselves as well as tidying away toys before getting more out. They were happy to spend some time with inspectors and answered basic questions with a degree of confidence. They followed instructions well and responded positively to requests and instructions. On our first visit the

pet dog and cat were downstairs for some time and children were respectful of the pets, showing kindness and consideration.

Children are forming positive relationships with the child minder and one another and interact appropriately for their age and stage of development.

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. 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 enjoyed playing with a selection of toys and interacting with the child minder, especially when the child minder helped them with making a Valentine's Day card, which they were taking home to their parents. Records demonstrated that the child minder accesses a wide range of groups, such as the library, soft play and local parks, all of which provides children with a variety of activities which supports their all round development. Children's curiosity and enjoyment is ensured as activities are rich and varied.

The child minder provides a rich and varied programme of activities, both within the home and wider community which ensures that children enjoy their play and learning.

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

Children are developing well with a child minder who knows them. They develop confidence and independence as they are given the time and space to undertake chosen activities at their own pace. There are detailed learning journals which document what the children have done and demonstrate the range of skills they have developed. The children are able to play freely as well as enjoy activities supported by the child minder; these include art and craft activities. We heard lots of incidental Welsh used which will support the children as they move onto nursery and full time education.

Children progress well, and have plenty of 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. Her record keeping is well maintained and organised; she has a good understanding of child development.

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. However, this did not include 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 was generally unaware of her responsibilities regarding the Prevent agenda as she had not undertaken training in this area. 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 although the child minder does not provide food for the children as they bring in packed lunches and snacks from home. Accident and medication records were appropriately completed. The child minder locked the front door and this ensured the property was suitably secure. The rear garden was enclosed and also secure from potential intruders. The child minder has appropriate insurance. The setting was seen to be well maintained, free of clutter and any obvious hazards. We looked at a range of health and safety policies and noted that the Missing Child policy did not include that a referral would need to be made to the local safeguarding board, if a child were to go missing. The child minder did not have a suitable policy for the safe management of her pet dog and cat during the times she is child minding.

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 offers frequent praise and kind words to reinforce good behaviour. 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 positive. We saw her praising the children for good behaviour and endeavour. Relationships were 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. She provides care which is child centred and meets the children's needs. The child minder undertakes regular observations of children in different areas of learning such as social, communication and physical; these observations were not dated. We also noted that Welsh is not included and neither does she identify next steps in learning. However, the development records are well detailed and supported by examples of some work undertaken by the children such as drawings and lots of photographic evidence which demonstrate how the children have progressed and the activities undertaken. We observed that the child minder's interactions with the children are very positive and support their development. Conversation and careful questioning helps both their communication and cognitive skills. The TV was turned off for both visits and this is important in supporting children to concentrate on a particular task, without the distraction of the television. Weekly activities ensure children experience a range of activities which supports their all round development, including physical and social skills.

Children's development is well promoted by the child minder, with records relating to their on going development present and up to date

3. Environment

Summary

The child minder's home is warm, welcoming and resourced to an appropriate standard for a home-based childcare setting. It is well decorated and furnished in an appropriate way 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 policies in place and records in the daily diary indicate that the child minder checks the premises on a daily basis. The back garden is located over two levels with some steep steps leading to the bottom area of the grassed garden. The child minder has placed two heavy plant pots at the top of the open access steps to prevent the children climbing down them. We discussed this arrangement and the child minder informed us that the steps and the sloped garden had never been an issue or caused any accidents and that she was satisfied that the arrangements were appropriately safe. The home is accessed via a locked front door. Fire blankets and safety gates are appropriately placed. Public liability insurance is in place and gas safety certificate is up to date. A register of attendance is kept and details the times that children are present. The child minder allows children free movement in a safe environment.

The child minder ensures the setting is clean, safe and secure. Clear policies and procedures ensure that this is a safe environment to deliver a 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 and carry out activities. The environment is light and spacious and allows children space to move around independently. It also benefits from a small but secure rear garden; this is accessed directly from the living room. The environment is homely and welcoming and is maintained to a high standard of décor and cleanliness. It is resourced and furnished in a way that promotes independence and choice.

The environment is well maintained with a good 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 good range of age appropriate play and learning resources are available. These are sufficient in quantity to provide children with a good 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 multi cultural and Welsh language resources.

The child minder ensures that there is a wide 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 meets the National Minimum Standards (NMS) and Child Minding and Day Care (Wales) Regulations. There are clear policies and procedures in place which ensure that the service is run efficiently. The child minder is committed to professional development and regular updates her learning and professional knowledge.

Our findings

4.1 How effective is leadership?

Leadership of the service is effective. 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 child care providers and demonstrates enthusiasm for developing her own skills; this is demonstrated with the numerous courses and training she has attended in recent months. The child minder has also completed a Level 3 qualification in child care, learning and development with a local training provider. This ensures she keeps up to date with best practice and demonstrates a firm commitment to developing a high quality service. Record keeping is detailed and well organised. All required documentation is in place and we noted that policies and risk assessments are reviewed regularly. We looked at a range of documentation including registers, accident/incident forms, and contracts with carers, medication records and children's development records. All were completed appropriately and were organised. 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 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 is effective in her evaluation of the service. We saw that she has sought the views of parents and children to gain feedback on her service and had completed an annual review of her service. The report highlighted what had worked well and plans for future improvement. We saw from our records that the child minder had completed both sections of the Self Assessment of Service (SASS) distributed by CIW and had been accurate in grading/evaluating her own service, which demonstrates that she has a good understanding of how her service is operating.

The child minder has a good understanding of self evaluation and is committed to the process as a means of on going improvement to her service.

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

Management of the setting is very effective. 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. However recent training in Prevent has not been undertaken. DBS certificates are current for her and her husband. Contracts are in place for children in her care and parents are well informed of holidays and days when she will not be operating. The child minder works closely with another child minder, who acts as a back up child minder in an emergency. The child minder has recently completed further training with a local training provider and has obtained a Level 3 qualification in Child Care, Learning and Development which demonstrates her commitment to providing a high quality service.

The service is well managed by the child minder.

4.4 How effective are partnerships?

The child minder has effective partnerships with parents. Information is passed onto parents on a daily basis, with the learning journals being sent home for parents to consider annually. Parents are invited to read all policies and procedures prior to signing contracts, although they do not sign to say they have read and agreed with the information. Parents are kept informed of planned holidays at the start of each year and these tend to be taken during school holidays which minimises disruption to families. Parents are very happy with the service provided.

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 areas for improvement were discussed with the child minder as part of the inspection process:

- Update Child Protection policy to include information on Prevent;
- undertake training on Prevent;
- write a risk assessment for the management of pets;
- update Missing Child policy so that a referral will be made to social services if a child were to go missing;
- ensure children's records and observations are dated;
- include Welsh in the children's developmental records;
- parents should sign to state that they have read and agreed with the child minder's policies and procedures and
- identify next steps in learning and review them.

6. How we undertook this inspection

A short notice announced inspection which examined all four themes was undertaken over two visits by one inspector. It was an announced inspection as inspectors had called previously and the child minder had not been at home. A total of four hours was spent at the home. There were minded children present during both visits. 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;
- conversation with one parent on collection of their child;
- inspection of a range of policies, procedures and records relating to the child minding business;
- visual inspection of the home;
- three completed CIW parent questionnaires 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	Sian Steggles
Registered maximum number of places	4
Age range of children	Birth to 12 years of age
Opening hours	7.30am to 6.30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 August 2015
Dates of this inspection	13 and 14 February 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: Nne	