



Childcare Inspection Report on

Clare Gatenby

Cardiff



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Description of the service

Clare Gatenby is registered with Care Inspectorate Wales (CIW) to care for up to ten children under the age of 12 years. She was registered in May 2014 to provide a service from her home in Cardiff, where she lives with her husband and two children. Care is currently provided on Wednesday 8:00am-5:30pm and Thursday 8:00am-5:00pm but the child minder is flexible with her part-time hours. The service is delivered through English, with occasional incidental Welsh.

Summary of our findings

1. Overall assessment

Children are relaxed, happy and comfortable in the child minder's home. They receive individual care and attention which meets their needs. Children are confident to express themselves and their wishes are respected by a child minder who provides nurturing, warm care. The indoor environment is well organised and inviting and there are some effective management systems in place. Some areas require further attention to ensure the service meets the requirements of the regulations.

2. Improvements

The child minder has moved house since the previous inspection. The new home includes a large, open plan kitchen/dining/play/seating area which is ideal for child minding. Additional plans are in place to develop the garden when possible.

All recommendations made at the previous inspection had been completed by this inspection. However, food hygiene training had expired again, but the child minder completed this immediately when we highlighted this. Prior to writing this report, the child minder also made a number of changes, namely: implemented use of individual hand towels for children; fixed units to the wall in the play room; completed on-line Prevent training; expanded information in fire drill records; updated risk assessments/introduced system to record daily checks and implemented a new system to note times of arrival and departure of children.

3. Requirements and recommendations

We found the child minder was non-compliant with the following regulations:

- Regulation 25 (a) The gas boiler had not been serviced within the last year and
- Regulation 30 (1) (a) Children's contracts did not contain all necessary information.

We have not issued non-compliance notices in respect of these matters as the child minder dealt with both issues immediately.

We have made some good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children experience a good quality, nurturing service which gives them a solid foundation for their learning and development. There is a relaxed, fun atmosphere within the home and children are happy to express their views and opinions.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and these are respected. We heard children expressing themselves freely and the child minder understood their preferences and needs, which took precedence over the daily routine. We saw children approaching the child minder confidently to chat or ask for reassurance. Children excitedly told us about their favourite things to do, such as Lego and drawing. Children were encouraged to choose what they wanted to play with and they were familiar with the choices available. Equally, children were prompted to choose what they wanted to eat and were clearly very comfortable speaking up about what they liked.

Children's right to express themselves freely and make independent choices is encouraged and respected by the child minder.

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

Children are secure, happy and are familiar with routines in the home. They approached the child minder with confidence and were relaxed in her care and with each other; it was clear that bonds of affection had been formed. When older children arrived home from school, children of varying ages played a game of hide and seek and the child minder readily joined in. The children responded well to gentle prompts from the child minder to take turns whilst enjoying their game. Parents we spoke with confirmed that their respective children are very well settled. They told us that their children receive individual support and have good play opportunities to make their time at the service enjoyable.

Children feel safe, content and comfortable in their surroundings.

1.3 How well do children interact?

Children interact and co-operate well with their peers and adults. We heard children regularly saying please and thank you and they were consistently praised for positive behaviour, working together or being kind to their friends. They responded well to the praise they received from the child minder for sharing and trying their best. Children

were calm and relaxed in the home environment and they had obvious friendships with each other.

Children interact appropriately and have positive relationships with the child minder and one another.

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

Children enjoy and are engaged in their play and can also relax and have quiet times. Children have access to suitable 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 to choose from. Children at times played alone and were very content. The child minder told us that when the older children are in school, she visits toddler groups, parks or play areas to broaden children's social experiences. An older child attending after school stated that "Sometimes if I'm tired after school I like to chill out. I had PE all day in school once, so I just wanted TV on then!"

Children enjoy a range of play and learning experiences at the child minder's home and benefit from accessing community facilities regularly.

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

Children are developing confidence and independence with a nurturing child minder who encourages them to learn new skills; she gives them time to carry out their chosen activities and discover how things work. Children were supported to put on and take off their own shoes and to tidy their toys away when they had finished. Children have the opportunity to undertake a range of activities and we saw that they were able to try things for themselves and took pride in doing so, such as making shapes out of play dough and counting them. Children were keen to try new things, they showed an interest and curiosity in their world around them and the play activities they were involved with. This supports them to foster their ideas independently as well as developing their creativity.

Children have influence over their play and learning and are well supported to develop a range of self-help skills and independence.

2. Care and Development

Summary

The child minder has some suitable systems and procedures in place in order to offer a beneficial service to children in her care. Behaviour is very well managed. We found the child minder to be proactive and prompt regarding recommendations made.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has policies which safeguard children and keep them healthy although some areas require attention. There is a child protection policy in place and the child minder demonstrated a knowledge of the signs of abuse and neglect and the procedure to record and where to seek advice if she has concerns. The child minder completed child protection training in May 2017 and has experience in this area from another job. At the time of the inspection, the child protection policy did not contain details of the Prevent duty. This is a government strategy to help identify children who may be drawn into extremism. The child minder has since informed us that she had undertaken on-line training regarding Prevent and intends to reflect this information in her policy. First aid training is up to date and the child minder is confident to deal with any minor issues. There is a medication policy and a form which is used for parents to provide information and to sign when needed, although we discussed strengthening this policy regarding the use of Calpol. The child minder has good cleaning systems in place throughout her property. However children did not have access to individual or paper towels for hand washing. A new system to prevent risk of cross-contamination has now been implemented. We noted that the child minder's Food Hygiene training had lapsed, but since our visit, this training has been refreshed.

Children are kept safe but vigilance is required in respect of training and procedures going forward.

2.2 How well do practitioners manage interactions?

There is a behaviour management policy in place which identifies positive actions to manage children's interactions. The child minder is respectful of children's needs and she provides them with clear boundaries within her home. She is consistent in her approach and shows regard for individual children and their age and stage of development. Children are encouraged to take responsibility for their own behaviour and they value the child minder as a positive role model. We did not see any unwanted behaviour during the inspection, but for minor issues, we saw the child minder use distraction techniques to refocus children and to encourage co-operation and sharing. Parents we spoke to were extremely complimentary regarding the

“measured” and “firm but fair” way the child minder manages interactions, which confirmed our observations.

The child minder is adept at supporting positive interactions between children.

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

The child minder provides care which is child centred and meets children’s needs. She was responsive to the children’s requests and gave them choices to help them decide what they wanted. For example, “Would you like a sandwich or a wrap for lunch?” The child minder told us that she sends parents messages and photographs throughout the day, she gives them a daily verbal update as well as a daily diary for young children and occasional development charts. We saw that the child minder promotes activities in line with events on the calendar, such as St David’s Day, Diwali and Mother’s Day, but this is not formally recorded. There was a large emphasis on free play, opportunities to socialise with other children both in community and home settings and doing things she knows different children like. Although the child minder plans ahead and understands children’s needs and goals, her good practice is not always evidenced as well as it could be.

Children’s development is promoted by the child minder who has the required skills and knowledge to meet their individual needs well, but there is scope to develop planning and developmental tracking.

3. Environment

Summary

The child minder's home is safe, inviting and well maintained. Children have use of a large, modern, open plan room which includes a kitchen, dining, play and seating area, along with an upstairs bathroom. Safety and security are mostly well-considered. The child minder ensures that children are well supervised at all times.

Our findings

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

The child minder is committed to providing a safe environment for children and she is aware of her responsibility in relation to the health and welfare of children. We found that her home was well maintained and all the resources were in good working order. We saw that visitors to her home were recorded and children's attendance records were kept, although actual times of arrival were not recorded. This has since been rectified. Appropriate insurance and checks for the home and the car had been obtained, but the annual gas safety check was out of date. We highlighted this as a regulatory breach and the child minder ensured that a new check was undertaken immediately. We saw that accidents and incidents are recorded appropriately and a template is in place for pre-existing injuries should this be required. Records showed that a fire evacuation drill is completely termly, but we noted that records needed additional information. The child minder devised a new format to capture the required information immediately following our visits. The child minder has a general risk assessment in place and a visual daily risk check is completed. However, the daily check was not being recorded and the generic risk assessment needed to refer more specifically to the child minder's service. This has since been rectified and the child minder is aware of the need to document how she manages risks during school runs. We noted that a storage unit was not secured against the wall in the playroom, but this has also since been rectified.

The child minder mostly maintains a safe and secure environment. New systems implemented should be embedded moving forward.

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

The child minder's home is comfortable, well-maintained and there is plenty of space for the number of children cared for. Children have use of a large dining table and chairs as well as child-sized table and chairs for younger children. There are booster seats available for children to sit comfortably at the table if needed. Appropriate safety seats are in place in the child minder's vehicle. Resources were stored at a suitable height for children to access independently. The home benefits from good natural light

and the bi-folding doors will eventually allow free-flowing access to the garden, although it is not currently in use. The indoor environment provides suitable opportunities for children to develop their skills whilst maintaining the feel of a homely environment. The child minder told us that she ensures that children have plenty of opportunities for fresh air, with regular trips to local parks and other amenities such as Heath Park, Roath Park and various play groups, as well as walking to school and back. The combination of indoor and outdoor play provides a beneficial environment for children to play and learn.

The child minder provides an environment which is well resourced, suitable and safe for children's needs.

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

Resources provided by the child minder are suitable for the needs of children and we saw activities and games were age appropriate and offered variety and choice. Children were provided with suitable toys and resources that support their learning and development at their various ages and stages of development, such as games, puzzles, books, balls, construction toys and dolls. The child minder told us that she regularly cleans the toys and discards anything which is broken at once.

The child minder provides appropriate resources and equipment to meet the needs of the children she cares for.

4. Leadership and Management

Summary

The child minder has suitable systems in place to manage her service. Parents and children benefit from a service which is generally well run and managed by a motivated child minder. The child minder forms very positive partnerships with parents and the local community.

Our findings

4.1 How effective is leadership?

The child minder has a vision for the service and this is shared in her statement of purpose. A variety of relevant policies and procedures for the service are in place and the child minder told us that parents are provided with information prior to their children starting, to enable them to make an informed choice about using the service. All adults above the age of 16 living at the child minder's home have a current Disclosure and Barring Service (DBS) check in place. We looked at a sample of children's contracts, and found that some necessary information was not recorded. This regulatory breach has since been rectified. Discussions with the child minder showed that she uses CIW website and her umbrella support group if she has any queries and to keep up to date with changes. The child minder does not speak Welsh but uses some basic, incidental Welsh with children. We found the child minder to be proactive and transparent during the inspection process.

The child minder delivers a consistent standard of care to children and their parents and is open to new developments.

4.2 How effective is self evaluation and planning for improvement?

The child minder is reflective; she seeks feedback on her own practice and understands the importance of evaluation and planning for improvement. She has completed a brief annual review of her service and explained to us how she routinely gathers children's and parent's views on an ongoing basis to improve her service. The child minder also uses questionnaires to obtain additional feedback from children and parents and took the responses into account, but this information was not included in the overview report. Responses from parents and children were consistently positive. The child minder told us that she likes to chat to parents on a day-to-day basis to ensure they feel welcome. A complaints policy is in place, although no complaints have been received.

The child minder evaluates her business to ensure that children experience an improving service.

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

The service is suitably managed. The child minder manages her time well and maintains orderly records of her qualifications, training and DBS certificates. She prioritises tasks and is consequently available to children when they need her. She does not employ an assistant. She has a named emergency backup child minder to care for the children if needed, whom the children are familiar with. The child minder is committed to her professional development and along with mandatory training, has attended some additional training such as 'Learning to Talk – Talking to Learn' and 'Love Food, Hate Waste'.

The child minder provides a suitable and consistent service to the parents and children she works with.

4.4 How effective are partnerships?

Partnerships with parents are mutually respectful and effective. The child minder tailors settling in arrangements to children and parents' needs and speaks with them daily to ensure their needs continue to be met. The child minder described a positive relationship with the local primary school and she is active in her local church, where she runs a baby and toddler playgroup. She told us that she has a strong network of support with other child minders; they are able to draw on each other's strengths and regularly meet to do group activities with the children they care for. Each parent that we spoke with during the inspection spoke very highly of the care their individual children receive, using words such as 'excellent', 'perfect' and 'trusted' to describe the child minder.

The child minder nurtures strong partnerships to ensure that children experience the support required to meet their individual needs.

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 best practice recommendations were discussed to support the development of the service:

- Daily diary/observations need to include next steps and link to activity planning;
- document activity planning to evidence the activities offered;
- strengthen medication policy regarding use of Calpol;
- include the views of children and parents in the next quality of care review report;
- ensure a risk assessment for the school run is documented and
- include information on the Prevent duty in child protection policy.

6. How we undertook this inspection

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

- One inspector completed two visits to the service on the same day to observe children of different age ranges and the care they receive; the inspection was unannounced, although the child minder's availability had been established in advance. In total we spent almost six and a half hours at the service;
- observations were carried out indoors to capture evidence of children's engagement and the care provided;
- we reviewed information held by CIW;
- we undertook a brief visual inspection of the premises;
- we spoke to several children using the service and four parents;
- we looked at a range of records including children's records, the statement of purpose, some policies and procedures, accidents and incidents records and risk assessments and
- we provided feedback to the child minder by telephone following the inspection.

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

www.careinspectorate.wales

About the service

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| Type of care provided | Child Minder |
| Registered Person | Clare Gatenby |
| Registered maximum number of places | 10 |
| Age range of children | Up to 12 |
| Opening hours | Wednesday 8:00-5:30pm Thursday 8:00-5:00pm |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 21 May 2015 |
| Dates of inspection visit(s) | 13 March 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? | The service 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 consider Welsh Government's ' <i>More Than Just Words Follow on Strategic Guidance for Welsh Language in Social Care</i> '. |
| Additional Information: None | |