



Childcare Inspection Report on

Karen Reed

Port Talbot



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Description of the service

Karen Reed was registered as a child minder in January 2002. She cares for a maximum of six children aged under 12 years from her home in Baglan, Port Talbot. The service operates Monday to Friday 8:30am to 6:00pm. The main language of the service is English, however, some basic Welsh is promoted. The service was not operational for a number of years prior to this inspection.

Summary of our findings

1. Overall assessment

Overall, Care Inspectorate Wales (CIW) found that children are relaxed and settled with the child minder. They enjoy their play and interact well. Children are cared for by a caring practitioner in a comfortable environment. There are plenty of age appropriate resources for their play. The child minder maintains suitable partnerships with parents. The business is managed satisfactorily. Some improvements are needed under care and development, environment and leadership and management.

2. Improvements

During the course of the inspection, the provider has:

- obtained a fire blanket;
- expanded the child information forms to include all the required information;
- confirmed that she has started to maintain developmental records for children and
- dated her policies and procedures for validity and review purposes.

3. Requirements and recommendations

We notified the provider that she was not compliant with regulations in relation to:

- statement of purpose, because a fully compliant statement of purpose was not in place. We have not issued a non compliance notice on this occasion as there was no impact on the care provided for the children.

We have made recommendations which are detailed at the end of this report.

1. Well-being

Summary

Children enjoy their play at this child minder's service. They have a sufficient voice and feel safe and happy. The children are developing relatively well and are learning to share and become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to make choices and to express themselves.

Children had choices of what to play with and where to play. We saw children help themselves to the toys from the boxes such as the blocks. We saw children with limited speech gesture towards items or shake their heads when they did not want something and the child minder met their requests. Children freely moved around the play areas and child minder's home with confidence.

Children have a good voice.

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

Children are settled and have a good relationship with the child minder.

Children were happy and settled. We saw that children had good bonds of affection with the child minder, approaching her for comfort and reassurance. For example, we saw the child minder cuddle a child when the child became a little tired. Children responded positively with smiling faces when they had praise for their efforts, such as doing yoga poses or singing on their 'stage'.

Children have good attachments and feel safe.

1.3 How well do children interact?

Children co-operate and interact well, they are confident in their interactions with the child minder and her family.

Children's behaviour was good. We saw them interact confidently and were relaxed with the child minder and her family. Children approached the child minder for reassurance and to ask for resources. Children were encouraged to have good manners, we heard them repeat 'please and thank you'.

Children interact successfully.

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

Children are interested in their play activities and enjoy free play.

We saw that children enjoyed their time with the child minder, they eagerly vacuumed the living room floor with the play hoover and giggled whilst doing some yoga poses. We saw children spontaneously stand on the 'stage' to sing songs and enjoyed the praise they received for their efforts. They had fun identifying where their eyes and nose and copying

the child minder. Children had access to a suitable supply of age appropriate play resources.

Children enjoy their play.

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

Children are motivated and are developing their individual skills.

Children ate their snack of fruit independently with the child minder on hand to offer support if necessary. We saw children put their shoes on the correct way and repeating numbers as they climbed the stairs to the bathroom. Children had opportunities to develop socially when they interacted with other children at the local community centre.

Children are developing, learning and gaining independence satisfactorily.

2. Care and Development

Summary

The child minder knows the children in her care well and supports them appropriately. Overall, the child minder positively manages children's interactions in a kind and caring manner, and mostly keeps children safe. Some improvements are needed in this area.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder keeps children safe and healthy.

The child minder prioritised safeguarding as she was aware of her duties and responsibilities to report any concerns. She told us that she was also familiar with the Radicalisation and Prevent Duty guidance. The child minder provided freshly prepared organic snacks and light lunches and was also in the process of starting the healthy snack award. The child minder gave children safety messages, for example she reminded children to be careful when balancing on the footstool. We did not see the child minder ensure that children washed their hands before snacks; however, she did use wet wipes to wash their hands and face after snacks.

The child minder appropriately keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a good role model and promotes positive behaviour.

The child minder managed interactions well. We saw her, at every opportunity, chat to the children and encourage their involvement in activities. We saw her cuddling children, giving reassurance and praising them for their efforts and achievements. She was calm and positive throughout our visit and spoke kindly to the children. The child minder had written a behaviour management policy which included strategies to promote positive behaviour such as praising children, which we saw in practice. Children's behaviour was good.

The child minder manages interactions effectively.

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

The child minder meets children's needs and promotes children's individual interests.

The child minder joined in with children's play and we heard plenty of encouragement. We heard the child minder encourage a child to eat a little more fruit before she took the child out of the highchair. We saw her engaging in some yoga and floor play with the children and encouraged the children to identify where their eyes and nose were. The child minder told us that she takes children swimming, to the library and visits the parks and soft play area in the local community. The child minder knew the children in her care well, she was able to easily share information about the children such as their particular needs, likes and dislikes.

The child minder promotes children's individual needs, learning and development well.

3. Environment

Summary

The child minder provides a warm and homely environment. She offers a selection of resources to children, which they can access independently. She promotes some diversity and multi-cultural awareness. Some improvements are needed.

Our findings

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

The child minder ensures that the environment is a safe, clean and secure environment.

The child minder ensured that the environment was safe and secure as she locked the main door. The child minder had risk assessments and had reviewed them, however, there were no risk assessments for the front garden in relation to safety gates or the hearth in the living room. The heating test certificate was valid and the child minder had regularly practised fire drills. A fire blanket was not available. The child minder had not placed the curtain blind cords safely out of reach of children. The child minder addressed this issue at the time of the inspection. The child minder told us that she had not registered with the environmental health department for food hygiene.

The child minder ensures that the environment is adequately safe and secure.

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

The child minder provides space and facilities suitable for the needs of the children in her care.

The child minder ensured that the premises indoors were welcoming and provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs, for play, quiet time and physical play. Children had access to the living room for play time and quiet time, and used the dining area in the kitchen for messy activities and to eat meals. Children used the front garden for some fresh air and outdoor play and the child minder also took the children to the local community. Children had access to a first floor bathroom.

The child minder ensures that the premises are suitable for the children's needs.

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

The child minder offers a sufficient range of toys and resources, which are of suitable quality. There are age appropriate resources for the children cared for.

The child minder ensured that children had access to furniture, equipment and toys that were appropriate for the age, needs and development. These were in good condition and clean. However, the highchair was missing the padded seat. The child minder told us that she had washed the seat and had not replaced it. Resources such as baby toys, soft toys, electronic devices, dolls, cards, educational items, role play items, books and vehicles were available to the children. The child minder told us that she celebrated some of the wider

world festivals, such as Chinese New Year. She had some items such as cards and dolls depicting other nationalities.

The child minder ensures that there is a sufficient supply of toys, resources and equipment available.

4. Leadership and Management

Summary

The child minder has appropriate partnerships with parents. She has mostly effective record-keeping systems in place. The management of the business is adequate. Some improvements are needed.

Our findings

4.1 How effective is leadership?

Overall, the child minder complies with the relevant regulations and national minimum standards. She maintains policies, procedures and records adequately. However, some improvements are required in this area.

The child minder had a statement of purpose in place, however, some information was missing. She maintained a range of policies and procedures, which she stated had been reviewed. However, the child minder had not dated her policies and procedures for validity. The child minder maintained a children's register, parental consent forms, contracts, incident and accident records. However, child information forms were basic and did not contain all the required information, an emergency medical consent form was not in place and more than one child's information was contained on one permission form. We also discussed the need to record existing injuries. The child minder did not maintain developmental records for children. However, she regularly kept parents informed about their child's day verbally. A visitors' book was in place, however, the child minder did not record when household members were present when minding took place. A valid public liability insurance certificate was available. The child minder used her vehicle to transport children, however, the insurance certificate was not available for inspection.

Leadership is reasonable.

4.2 How effective is self evaluation and planning for improvement?

The child minder is keen to review her service to make improvements.

The child minder had a self evaluation system, which included questionnaires for parents and children. The child minder was in the process of producing her quality of care report for this year and agreed to provide a copy of her report to CIW within 28 days of its completion. The child minder had received positive feedback.

Self-evaluation and planning for improvement is developing.

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

The child minder is aware of her conditions of registration and ensures that suitability checks are valid for adult household members.

The child minder was aware of her conditions of registration. She ensured that all adult household members held valid Disclosure and Barring Service (DBS) certificates. The child minder held a degree in Childhood Studies and had completed a first aid course in 2017,

however she had not completed a course in relation to child protection and food hygiene. The child minder told us that she had booked onto a child protection and food hygiene course in the near future.

The child minder moderately manages the service.

4.4 How effective are partnerships?

The child minder works in partnership with parents and maintains regular communication with them.

The child minder told us that she shared her policies and procedures with parents and prospective parents. She verbally shared information with parents regularly. The child minder takes children on outings to the local soft play centres, the beach, library and the community centre. The child minder told us that in the future she would be taking children to dance classes.

The child minder has 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

We recommended that the provider should:

- ensure hand washing before snacks/meals;
- ensure that the highchair is suitable for use;
- complete a risk assessment for front garden, safety gates and hearth;
- ensure that emergency medical consent forms are in place for all children;
- complete one permission form per child;
- ensure that existing injuries are recorded;
- ensure that vehicle insurance documentation are available for inspection;
- ensure that household members are recorded as present when child minding;
- provide CIW with the quality of care report within 28 days after its completion;
- complete a child protection course;
- complete a food hygiene course and
- consider registration with the Information Commissioners Office (ICO) if applicable.

6. How we undertook this inspection

This was a full announced inspection, planned in relation to a filed visit, which was undertaken as part of our normal schedule of inspections.

One inspector visited the service on 18 September 2018 for approximately 3 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children and the child minder;
- provided questionnaires to be issued to parents and children and
- provided detailed telephone feedback to the child minder on 11 October 2018.

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	Karen Reed
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	Monday to Friday from 8:00am to 6:pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 January 2018 (Dormant)
Dates of this inspection visit	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 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:	