



Childcare Inspection Report on

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Newport



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Description of the service

The child minder was registered with Care Inspectorate Wales (CIW) in March 2002. She provides home based child care for up to five children under 12 years old. She operates from Monday to Friday providing a flexible service to meet the needs of families including school holidays. She lives in Risca. This is an English language service where the Welsh language is supported and encouraged through some activities.

Summary of our findings

1. Overall assessment

The child minder has many years' experience in caring for children and provides a 'home from home' service. She gives children choice in the activities she provides, and encourages them to share their views and do things for themselves. She knows the children well and ensures they have fun with her while promoting their learning and development. Children benefit from a healthy lifestyle and affection is freely given. The child minder's home is well maintained, safe and secure. The children are cared for in a comfortable, child friendly environment, with access to a suitable range of experiences and resources. The child minder keeps mostly effective policies and procedures and keeps her training up to date.

2. Improvements

The child minder had met the recommendations made at the last inspection which were to update her training in child protection, behaviour management and food safety. We were told that there had been no significant changes to the environment, other than replacing and adding to the resources for children's use, in response to children's interests and in keeping with her routine risk assessments.

3. Requirements and recommendations

The child minder is meeting her legal responsibility in providing a safe child care service. We made some recommendations to develop the service and improve outcomes for children including revision to some paperwork and tracking children's progress and using the information to plan for next steps in their play and learning.

1. Well-being

Summary

Children's views are valued by the child minder and they are able to influence their activities. Children feel welcomed, very much at home and have formed good relationships with the child minder. They are able to develop their self-help skills and undertake activities which build their confidence and self-esteem. Children enjoy an appropriate variety of activities at the child minder's home and spend lots of time outside.

Our findings

1.1 To what extent do children have a voice?

Children can make choices and they are encouraged to express their views. We observed younger children playing with dolls and pushchairs, busily ironing pram covers and sharing them out among their babies. Younger children were encouraged to say new words and their attempts were repeated and praised by the child minder. All children were included in general conversation. Older children told us they particularly like playing games like Frustration and Popping Pirates after school. After a board game, they decided to do some drawing and colouring and helped themselves to what they needed. Children told us that they can make suggestions for new resources, which the child minder buys, sometimes taking them shopping to make the final choices. Children each chose which snack they wanted and how their snacks and lunch should be presented.

Children are listened to by the child minder and are able to make choices within the activities she provides.

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

Children are settled and relaxed in their care because the child minder knows them well and has developed good bonds of affection with them. We saw the younger children receive cuddles and comfort as they needed, and all children were praised for their efforts. We observed children arriving after school, making themselves very much at home, leaving their bags and shoes to one side and settling to a game. Children were confident and happy to join in or play by themselves, asking the child minder for anything they needed. We spoke to older children about who they might talk to if they had any concerns while with the child minder. They discussed their options together, agreeing that they would talk to her as the main choice. A tired younger child was encouraged to settle for a sleep, and happily snuggled with the child minder when they woke up.

Children feel secure and comfortable in their care with a child minder who creates a relaxed 'family' environment.

1.3 How well do children interact?

Children interact well at this service and enjoy each other's company. Younger children spent some time playing cooperatively with the dolls. They were also very content playing on their own, following their imagination and developing private conversations with the toys. A child was pleased when their younger friend woke up and could re-join their play. Older children arrived after school cheerful and chatty with each other and happily responding to a younger child's play. They told us they get on well and enjoy each other's company here.

Children's emotional security and wellbeing are enhanced by the positive relationships fostered by the child minder.

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

Children take the lead in their play and activities, choosing from the available range which suit their interests and are appropriate to their age and stage of development. The child minder told us that after school the children want to relax rather than take part in organised activities. She prepares some for them, such as seasonal craft activities, for children to choose if they want. A child asked for the boxes of play food and toaster, and they settled happily enjoying their role play. Younger children's learning takes place informally and within play-based activities. We observed them helping tidy toys away, joining in with shape sorting and colour naming

Children enjoy a variety of play and learning experiences with the child minder who recognises the importance of children's play opportunities for their overall development.

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

Children are confident in their surroundings and they know where things are. Resources are organised so that they can help themselves to some and be independent in their play, but otherwise are confident to ask. Children were asked to help tidy toys away before going out to collect older children from school. After school, children left their bags in the designated space and were able to move between kitchen and living room. Younger children were given any additional support needed to tend to their own personal needs, while older children used the toilet and hand wash facilities independently. A younger child happily carried their lunch plate of food from the kitchen to the table, and settled themselves to eat. They were encouraged to put on their own shoes ready to go out and blow their nose and place the tissue in a bin.

Children develop confidence and independence with a child minder who encourages children to do things for themselves and gives them time to carry out their chosen activities.

2. Care and Development

Summary

The child minder uses her experience caring for children to inform her practice while applying a 'home from home' approach to her service. The child minder is able to identify children at risk and follow appropriate safeguarding procedures. She treats children with warmth and respect and has realistic expectations of them. Good hygiene routines are carried out to reduce risk of cross infection. The child minder is aware of how children in her care are developing and is able to plan for their individual needs effectively. She provides activities that she knows the children will engage with and will promote their learning and development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder keeps a clean and safe home. She is experienced in her role and has suitable procedures in place for keeping children safe and healthy. She renews the Disclosure and Barring Service certificates (DBS) for herself and her husband as necessary. The child minder knows what action to take in the event of a safeguarding situation, although she would benefit from refresher training. We looked at her safeguarding policy and procedure and discussed revisions to consider. The child minder is up to date with Paediatric First Aid training, has a good understanding of food hygiene practice and dietary requirements and is registered with the local authority. Parents provide all main meals for their children while drinks and fresh fruit were made available at all times by the child minder. Fire drills are practised regularly, are logged appropriately and discussed with older children. Monthly checks on smoke detectors take place and are recorded along with fire drills. Accident, incident and medication recording systems are all in place and the child minder was clear about what action to take in the event of an emergency. Children benefit from lots of fresh air and regular exercise because the child minder chooses to walk to and from school rather than use the car.

The child minder maintains effective systems to promote children's health and welfare.

2.2 How well do practitioners manage interactions?

Children are clear about what is and is not acceptable because the child minder applies a consistent approach that takes into account the age, stage of development and needs of each child. We looked at the child minder's policy and procedure for managing behaviour and discussed some minor revision. The child minder was clear, firm and cheerful with the toddlers, helping them to understand about sharing, taking turns and negotiation. Younger children became tired and received lots of individual attention to help them settle. All children were praised for their efforts and kind acts.

The child minder sets and holds realistic expectations of children's behaviour and celebrates their achievements.

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 individual needs in a cheerful and caring atmosphere. She keeps an appropriate range of toys, activities and resources that are suitable for the children who attend. This is an English speaking service, although the child minder has a little basic Welsh to support children's use of the Welsh language while they are with her. She provides some resources that promote Welsh and multicultural awareness, such as dolls, books and games. The child minder keeps a cat and children are able to learn about caring for animals in a supervised capacity. The child minder told us that she asks children on arrival what they want to do while with her. She then arranges activities and outings to suit the children. These include taking younger children to parent and toddler groups, the library or soft play centres, where children can socialise with their peer group. Week day routines include trips to the local park, walks, and garden and home play. These are arranged to accommodate children's sleeps and attendance at nursery. During school holidays, the child minder arranges activities away from home, such as parks and trips to Barry Island. The child minder told us that she is aware of children's individual and changing needs and shares informal verbal observations of them with their parents, but has no formal monitoring system in place. We discussed ways in which she might develop a system to track younger children's developmental progress and plan for next steps in their play and learning.

Children's play and learning are promoted by the child minder who has skills and knowledge to meet their individual needs, although she needs to develop a system of recording and using observations.

3. Environment

Summary

The child minder ensures that her home is safe, secure and child friendly. Children are given a range of resources and experiences that support and enhance their learning and development. The child minder provides an environment in which children can learn, play and relax safely and she takes steps to minimise risks to children.

Our findings

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

Children are looked after in a safe, clean and secure environment and the child minder carries out regular risk assessments and cleaning routines, including a daily visual check throughout the play space. The front door was kept locked during the inspection, the garden access is kept secure and a record of visitors is kept. We saw the first aid kit and a fire blanket were easily available. A record of accidents is kept, which showed that only minor accidents had occurred and had been dealt with appropriately. Toilet and hand wash facilities are on the ground floor, which children can use independently. The child minder maintains relevant insurances and the annual gas safety certificate for her home. Children have no access to the internet while in her care. A safety gate was in use at the kitchen door off the living room. The child minder explained that this ensured the family cat could seek refuge away from children rather more than keeping younger children out of the kitchen, because she does no cooking while children are present.

The child minder is clear about her responsibility for maintaining a safe environment for children.

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

Children are cared for in a welcoming and warm home from home environment. The child minder's home is furnished comfortably and enables children to relax, play and do things for themselves. The living room is the main play space where children can play on the rug on the floor, watch television from comfortable furniture or sit at the dining table to play board games and do craft activities. The child minder has a range of toys and resources that are appropriate for the ages of the children she cares for, which they can get for themselves, or ask for. We saw toddlers playing with pre-school toys, and using the child-sized chair and table and high chair for their lunch.

The child minder ensures that the child minding areas are suitable for children to play and learn in a homely atmosphere.

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

Children have easy access to furniture, equipment and a suitable range of toys and materials that are kept in an appropriate condition and meet children's needs. The child minder checks the toys and equipment she uses within her daily visual risk assessment.

Toys and resources are also checked for wear and tear as they are used, or tidied away. We were told that daily cleaning takes place, and a deep clean takes place monthly.

The child minder maintains routines to ensure resources are suitable for children's use.

4. Leadership and Management

Summary

Children are cared for by a child minder who runs her service so that it mostly meets the National Minimum Standards for Regulated Child Care (NMS) and relevant regulations. She keeps a clear and effective system for her paperwork. Parents are given the information they need to make an informed choice about using the service, although some policies and procedures need some revision and clarification. The child minder has many years' practical experience and keeps her training up to date. She takes steps to provide an improving service by maintaining an annual review but it does not include parents' and children's views in the process.

Our findings

4.1 How effective is leadership?

Overall the child minder manages her service effectively. Her statement of purpose is clear and her policies and procedures are mostly appropriate and she confirmed that she shares them with parents. However, we recommended the revisions and updates she needs to make. Appropriate contracts are discussed and shared with parents setting out the expectations of both parties. The child minder is organised and keeps daily registers and appropriate records.

The child minder delivers a consistent standard of care to children and their parents but needs to make some improvements to her policies.

4.2 How effective is self-evaluation and planning for improvement?

Children's experiences are positive because the child minder takes a reflective approach to operating her service. She reviews her service annually. Although children's and parents' views are asked for during day to day care, they are not included as part of the formal review process. Her latest review in January 2018 noted that no specific changes had taken place in the previous months; no specific plans for improvement of the service had been identified and no training other than that required for child minders had been undertaken. The child minder meets informally with local child minders to share practice ideas and updates.

The child minder reflects on her service to meet the needs of children and their parents.

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

The child minder ensures that children's needs are met by setting clearly defined roles and responsibilities for herself while providing the service. She cares for a grandchild within her numbers and told us how she ensures they are treated in the same way as minded children. She is clear that no-one else who may be present at her home is given any legal

responsibility for the minded children and children are always supervised by herself. We observed the minded children were familiar with the child minder's husband and cheerfully chatted to him at the end of his working day. All parental consents are in place for children who may attend community group sessions with the child minder.

Arrangements for resources and people who may also be present is effective and ensures the smooth-running of the service.

4.4 How effective are partnerships?

The child minder works closely with parents to ensure their children's needs are met. Discussion with her and parents showed that she knows the children and their families well. The child minder provides parents with the information needed to make informed choices about their child's care and described appropriate settling in processes. Contracts for children were seen to be in use. Parents are given verbal information about their child's activities, snacks and personal care during the day. The child minder told us she had previously kept written information to give to parents but they had all asked her not to provide it because they were happy with just the verbal exchange. She completes her own daily diary about any events of the day for future reference. We observed a friendly exchange between the child minder and parents as they collected their children. We spoke to parents who spoke highly of the service and one told us the service is a *"Life saver!"* They went on to say that they had been using the service for more than one child, for about eight years. Another commented *"Absolutely fine; no problems at all"*. The childminder told us that she has a good relationship with the local primary school that children use, and will help in any way she can as children transition to them.

The child minder understands the importance of working in partnership to ensure that children receive the support they need.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

In order to develop the service and improve outcomes for children we discussed the following matters with the child minder:

- Revise the statement of purpose to include a statement to say that CIW will be informed of any changes to it within 28 days;
- ensure all references to contact CIW details throughout paperwork are correct;
- revise the child protection policy and procedure to meet NMS 20.2 and include a statement to describe action to take in the event of an allegation made while a child is in the care of the child minder;
- revise the policy and procedure for managing behaviour to include the sanctions used and a statement to say that CIW will be informed of any changes to the procedure within 28 days;
- include how children's privacy and dignity is maintained when providing intimate care in the nappy changing policy and procedure;
- revise the complaints procedure to include a statement that parents of a child sponsored by the Local Authority can use the Local Authority's complaints procedure should they wish. It should also reflect the action to take in the event of a concurrent investigation;
- develop a complaints procedure that older children may use;
- check if there is a need to register with the Information Commissioner's Office (ICO) and note the result in the confidentiality policy and procedure;
- develop a system to track younger children's developmental progress and use them to plan for their next steps in play and learning; and
- include children's and parents' views in the annual quality of care review.

6. How we undertook this inspection

This inspection was announced at short notice and undertaken as part of our normal schedule of inspections. The inspector undertook two visits to the service over one day, spending five and a half hours at the service in total. We gave feedback of our findings to the child minder at the end of the visit. There were five children present during the inspection between the ages of one and ten years, including the child minder's own grandchild. Evidence for the report was gathered using the following methodology:

- we looked at the range of paperwork the child minder keeps about her service – including policies and procedures, risk assessments, contracts, children's records, accident records and safety certificates;
- we observed the children interacting with each other and the child minder and choosing their activities;
- we spoke with children and parents; and
- we spoke with the child minder about how she runs her service and her plans for the future.

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	Sally Davies
Registered maximum number of places	5
Age range of children	Under 12 years of age
Opening hours	8.00 – 17.30 Monday – Friday, including school holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 June 2015
Date of this inspection visit	26 November 2018
Is this a Flying Start service?	No
Is early year's 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: none	