



Childcare Inspection Report on

Geraldene Price

Caerphilly



5 October 2018

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Description of the service

The child minder operates her service from her home in Caerphilly, where she lives with her husband. She currently has five children on roll and is registered to care for ten children under 12 years. Child minding is offered Monday to Friday between 7:00am and 7:00pm throughout the year. Children have access to the ground floor areas within the home and two upstairs bedrooms for nap times. Care is provided through the English language.

Summary of our findings

Overall assessment

Children enjoy attending this service. They have developed positive relationships with the child minder and other children who also attend. The child minder is responsive to their needs and she provides a good variety of activities for them, including frequent trips out. The children benefit from a clean and tidy environment with well organised resources easily accessible to them. Feedback from parents indicates a high level of satisfaction with the service. We made some recommendations in respect to the child minder's administration.

Improvements

The child minder has satisfactorily addressed a recommendation set at her previous inspection to update her Food Hygiene training. A recommendation was also made for her to update her Statement of purpose, but further work is needed to it. Other improvements that she has made include the Advanced Quality Assurance training, erecting a pergola and canopy, building an outdoor mud kitchen and completing HEY Phase 3 training.

Requirements and recommendations

There were no non-compliance issues identified at this inspection. We made recommendations in respect of some of the child minder's record keeping. This has been highlighted in further detail at the end of this report.

1. Well-being

Summary

Children are provided with a good range of opportunities that enhance their all-round growth and development to reach their full potential. They are listened to and their ideas and contributions are valued. They are happy and engaged in activities and are age appropriately independent in their play and development. They are developing sociably and learning to manage their own behaviour, to support their interactions and develop positive relationships.

Our findings

To what extent do children have a voice?

Children are listened to and allowed to make choices and decisions. They select toys and activities that they want to play with and they let the child minder know when they need things. For example, they indicated to the child minder when they needed the toilet and they asked for specific toys to play with, such as puzzles. Their opinions are valued. They speak freely to express themselves and they are listened to, supporting them to feel valued and confident to ask for things. All children were made to feel included in discussions because the child minder asked each of them questions and encouraged them to join in. The children told us that they enjoy attending the service and we saw that they were happy and content.

Children clearly feel that they have a voice and they are given the time and support to make choices and express their opinions.

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

Children have formed positive relationships with one another and with the child minder. They looked secure and content and they clearly felt at home. Another child arrived appearing unsettled because they had not been attending for long. With the comfort and reassurance of the child minder and peer support from another child, they quickly settled into playing. Children feel valued because their work is displayed on the wall, as well as their birthdays and family trees with photographs of members of their families. We saw the children confidently select different activities and choose the rooms that they wanted to play in, moving freely between the areas. For example, they alternated between the play room and conservatory according to what they wanted to do. Children were fully engaged in activities and the child minder was available for help if needed.

The children have formed secure attachments with the child minder and this enables them to feel valued, safe and relaxed whilst in her care.

How well do children interact?

Children are at ease with one another and have formed close friendships. We saw them playing co-operatively together, taking turns and showing interest and respect for each other. Activities sustain their interests for sufficient time and they have developed good social skills and positive manners. We noted a relaxed atmosphere that was child centred. The children have developed good social skills according to their age and stage of development. The child minder only needed to intervene occasionally to guide them within

their play. It was evident that established boundaries are in place that the children all know and follow and 'Golden rules' were displayed on the wall to remind children.

Children are well behaved and have positive social interactions with one another.

To what extent do children enjoy their play and learning?

Children are busy and engaged in activities within a layout that facilitates movement between well setup areas. They have good opportunities for free flow play and they choose between a large supply and good variety of toys and resources that maintain their interests. We saw them concentrate for good periods colouring in caterpillar pictures in line with their current topic 'Minibeasts'. At other times they chose their own activities, such as playing with role play cooking items. The children told us that they enjoy attending the child minders and in particular they enjoy colouring in activities. Their play is balanced between uninterrupted periods, enabling them the freedom to enjoy their environment and to seek out the child minder when needed. At other times the child minder is alongside them supporting their learning about new subjects and ideas in a relaxed way as they play. They frequently play outdoors and make use of the garden, giving them the benefit of plenty of exercise and fresh air. A mud kitchen has been built for their use and the children are growing tomatoes, cucumbers and herbs. A pergola and canopy has been erected enabling children to play safely outdoors in all weather conditions.

Children enjoy the activities on offer and are well engaged in their play, showing curiosity as they learn new things.

How well do children develop, learn and become independent?

Children are confident in their surroundings. They know where things are and resources are organised in such a way that they can help themselves and be independent in their play. We saw children's good levels of independence accessing resources that they wanted to use, washing their hands at appropriate times when encouraged to do so, helping themselves to their meals and tidying things away when they had finished playing with them. One child was potty training and successfully alerted the child minder when they needed to use the toilet. They received a sticker reward each time, further encouraging their independence to use the toilet. Children are also encouraged to recognise their own nametag and place it on a chart on the wall. Children were confident approaching the child minder for help and to ask her things. They learn about healthy eating because the child minder has completed her Level 3 in Healthy Early Years. As such, children are encouraged to bring healthy options in their packed lunch boxes and the child minder provides them with fresh drinking water and fruit, vegetable and further healthy snacks.

Children are learning to be confident and independent learners.

2. Care and Development

Summary

Children are provided with warm and nurturing care from a child minder who is responsive to their needs. She supports the children in their day to day activities and plans a variety of activities for them to do, to help them to reach their full potential. The environment is very well organised with a large supply of good quality resources, as well as cultural toys, books and media. A strength of this service is the child minder's organised approach to running her business, with all required policies in place and attention to detail in her paperwork. The child minder is also dedicated to attending training, to meet the needs of the children in her care and enhance their experiences. We made some minor good practice recommendations for the child minder to attend to.

Our findings

How well does the child minder keep children safe and healthy?

The child minder is experienced in her role and has a good range of procedures in place for keeping children healthy. She renews her Disclosure and Barring Service Certificates as necessary. She also keeps up to date with food hygiene training, paediatric first aid and safeguarding training. As such, she is aware of her 'Prevent' duty, a responsibility on all schools and registered early years providers to have due regard to preventing children being drawn into extremism. The child minder provides fresh drinking water that is readily available and healthy snacks. Children bring their own packed lunches for meal times. The child minder also encourages teeth cleaning and each child has their own beaker, toothbrush and toothpaste. Fire drills are practised regularly and logged appropriately and there is a fire evacuation plan and procedure in place. We viewed the child minder's accident, incident and medication records and noted that they are appropriately recorded and monitored.

The child minder's policies and procedures promote children's wellbeing.

How well does the child minder manage interactions?

Children are guided in their day to day play and learning, to follow guidelines of acceptable behaviour. These were clearly documented in the behaviour management policy and displayed on the wall. During the session children were well behaved and the child minder did not need to intervene often to offer guidance, indicating that clear and realistic boundaries had already been established. This in turn has benefited the children's social learning, helping them to develop lasting friendships in the setting. We saw the child minder intervene for safety reasons, such as to ask a child to sit on their bottom when rocking on a rocking toy. She also supported the children to use polite manners. For example, saying please and thank you at appropriate times and asking to leave the table when they had finished eating. We noted that the child minder was relaxed in her approach and sensitive to offering reminders for behaviour. She provided the children with plenty of positive feedback for their achievements and used stickers for rewards. To develop children's sharing skills and for quiet time activities, she has introduced a 'tap tap box'. It is a box with props in. The children all sing a Welsh song about 'What's in the box' and then take turns to open the box and choose a prop. They then sing a song about it, also promoting their language skills in English and Welsh. We also saw that the child minder engaged in everyday conversations with the children, showing an interest in their day and to support

their conversational skills. She created an atmosphere that was calm and nurturing, enabling the children to feel relaxed and at home in her care.

The child minder is a positive role model to the children in her care, supporting their social skills and relationships with others.

How well does the child minder promote children's play, learning and development and meet their individual needs?

The child minder plans for and provides a good range of activities for the children in her care, including frequent trips out. When we arrived for her inspection they had just returned from the library, where they had been making crafts and singing and moving to music. The children showed us their pictures that they had made there. Children are central to their own learning, as they are included in the selection of activities and resources that they enjoy. We saw that there was a good variety to suit all age ranges and abilities. The child minder has a good understanding of the Foundation Phase and she works closely with the Local Authority Childcare Development officer, who has given positive feedback on her practice, which we were able to read in the child minder's Quality of Care review. We saw in depth planning of activities, including medium and short term planning, topic sheets and activity planning sheets, which include evaluations for improvements if the child minder plans to repeat an activity. This evidences that she is conscientious to provide a rich learning programme for the children, which we saw in practice is embedded in their play. The child minder identifies children's baseline needs, using 'starting point' sheets and she tracks their progress on development charts. She plans to begin using age specific sheets and we discussed also identifying children's next steps for development. She showed us a printout of sheets that she plans to use to begin documenting these for each area of learning. We also saw that scrapbooks are maintained for each child, including pieces of their work and photographs. We discussed with the child minder dating them to evidence the children's achievements. We noted that the child minder has a skilled approach to supporting children's learning through their play. For example, she supported a child to name shapes and place them in a shape sorter.

Frequent incidental Welsh is used in the setting, during everyday conversations, for example, when asking the children to tidy away toys and when singing songs. The child minder also has plenty of books and Welsh media displayed on the walls, to promote children's use of the Welsh Language. She has also signed up for a Welsh course and is awaiting further details.

The child minder promotes children's development through a good range of activities, but she needs to ensure that she is documenting their play and learning.

3. Environment

Summary

The child minder's home is welcoming and well-resourced with equipment and furniture to enable children to play, learn and relax. Children are cared for in a home which is clean, stimulating and safe.

Our findings

How well do leaders ensure the safety of the environment?

The child minder has appropriate measures and procedures in place to maintain the environment in order to keep children safe. Daily visual checks are made of the premises to ensure that all areas are safe for children. A written risk assessment is in place clearly identifying the hazards, risks and actions for all areas of the home, garden and outings. Safety equipment is in place, such as a stair gates to the kitchen area, hallway and stairs, a fire blanket is secured to the kitchen wall and smoke alarms are in place. The home is free from clutter and provides sufficient space for the number of children and age ranges cared for so that all the children can play and relax. Children have full use of the downstairs of the property and we saw them move freely from one area to another. Children also have use of the garden, which is safely enclosed and has a canopy erected for safe play in all weather conditions. The child minder ensures that she supervises the children well whilst providing them with plenty of play opportunities. We noted her calm manner interacting with them, whilst also allowing a free flow of play activity to take place.

Procedures and equipment are in place to maximise the safety of children.

How well do leaders ensure the suitability of the environment?

The child minder ensures that her home and garden are clean, secure and welcoming. Rooms are tidy, well decorated, bright and airy. Resources are within easy reach of the children, set up for their use and organised in labelled drawers and boxes. The main play space is the playroom leading out to the conservatory, which has back patio doors leading out to the garden. The garden is well resourced with physical equipment, role play toys, a growing area and an astro turf space under a canopy for play in inclement weather. There is a child height table and chairs in the kitchen for children to enjoy craft and messy play and to come together sociably to eat their meals and snacks together. There are sofas for the children to relax. Children know where things are kept and they are able to independently access things of interest.

The child minding areas are suitable for children to play and learn in a relaxed and homely atmosphere.

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

The child minder has a good range of resources to promote children's development and keep them engaged and stimulated. Resources include craft materials, small world items, construction equipment, role play items and books. The child minder also has access to plenty of play materials that promote cultural awareness, such as books, dressing up items,

dolls and small world toys. The garden provides space for children to play and benefit from fresh air and exercise and there is adequate storage in place for the outside resources. The resources and equipment we saw were all clean and in good working order.

Equipment is all of a good standard and suitable for a home based child care service.

4. Leadership and Management

Summary

The child minder has all policies and processes in place to help her to operate her business effectively. She reviews her service and has evidence of self-evaluation to improve outcomes. The overall management of her service is good.

Our findings

How effective is leadership?

All policies required for the child minding service are made available and signed and dated to evidence their annual review. A Statement of Purpose is in place, covering all aspects of the changes to the regulations. However, it needs amending to include the correct ratios for children cared for, the terms and conditions of child care and arrangements in place for reviewing the policy. The child minder records children's accurate times of attendance on a daily register. We saw contracts that were shared with parents, setting out the expectations of both parties.

The child minder complies with the relevant regulations and meets the National Minimum Standards for Regulated Child Care.

How effective is self-evaluation and planning for improvement?

The child minder has a system in place to review the quality of her care that she provides to service users and to identify improvements to how her business operates. She annually reviews and develops her service, including seeking the views of parents and children. Questionnaires are handed out to parents and children in preparation for compiling her report and they reflect a high level of satisfaction with the service. Comments included, "The care that the child minder provides is outstanding ... takes part in a range of activities ... allowed their development to exceed what is expected for a child of their age ... flexible" and, "My daughter thoroughly enjoys her time at the childminders" and "Overall I am completely happy with the child minder's service and her setting". Following the child minder's review, she identified and made improvements to her service, including developing the outdoor play area, completing training courses related to healthy eating and quality assuring her service, liaising with a local school to discuss getting involved with their forest school, installing a play pen for babies to play safely away from older children when needed and purchasing further resources. The child minder's review evidences that she is committed to providing a high quality child care service. An appropriate complaints procedure is in place, but no complaints had been received about the quality of the service provided.

The child minder has a process in place to review her practice, including all service users' views on the quality of care provided, in line with the regulations.

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

The child minder works with an assistant, who is her husband. He has the skills and experience to fulfil the role from previously being registered as a child minder. Furthermore, he has the relevant training, up to date DBS check in place and parents have signed permissions for him to assist with child care. Contracts are in place with parents and they are kept well informed of any planned holidays or absences, so that alternative child care

arrangements can be made. The child minder renews relevant training certificates to keep up to date with best practise. She also attends non-compulsory training to best meet the needs of all children in her care. She has named emergency backup care for the children whom parents have signed permission for and whom the children are familiar with.

The service is well organised and managed by the child minder to ensure that it runs smoothly and parents are clear of childcare arrangements.

How effective are partnerships?

Partnership with parents is promoted by the good systems and processes in place. The child minder uses appropriate child record forms to help her to collect important information regarding the children and to ensure there is clarity about the service provided. Settling in sessions are offered when children start to ensure that the child minder can meet children's needs. It was evident from the paperwork completed that the child minder spends time gaining information prior to children starting, to gain a good insight into the children's needs and to develop positive relationships all round at an early stage. The child minder ensures that information is shared with parents, including policies and procedures and information about the children.

The child minder communicates effectively and works closely with parents to support their child's well-being.

5. Improvements required and recommended following this inspection

Areas of non-compliance from previous inspections

There were no areas of non-compliance noted at the previous inspection.

Areas of non-compliance identified at this inspection

There were no areas of non-compliance identified at this inspection.

Recommendations for improvement

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

- Ensure that scrapbooks containing photographs and pieces of children's work include dates to evidence when their achievements were; and
- update the Statement of Purpose to include the correct ratios, the child minder's terms and conditions and the arrangements in place to update the policy.

6. How we undertook this inspection

This was a scheduled inspection as part of our normal schedule of inspections.

- One inspector undertook one visit to the service and spent time with the child minder and three children in her care. The inspection was conducted in one day;
- observations of the child minder's interactions with the children were undertaken;
- we reviewed all information held by CIW;
- we examined a range of documentation, including, policies, procedures, record sheets, children's files and log sheets; and
- our findings were fed back to the child minder at the end of 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	Geraldene Price
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	Monday to Friday 7:00am-7:00pm throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 October 2015
Dates of this inspection visit	01 August 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?	No
Additional Information:	