



Childcare Inspection Report on

Ewa Nowak

Cardiff



Date Inspection Completed

06/02/2020

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

The child minder operates her service from her home in Cardiff, where she lives with her family. She currently has three children on roll under the age of eight years and is registered to care for eight children under 12 years at any one time. Child minding is offered Monday to Friday between 8:00am and 5:00pm throughout the year. Children have access to all ground floor areas of the home and the upstairs bathroom. Care is provided through the medium of English, with the use of incidental Welsh. During our inspection visit there was one minded child present under the age of eight years.

Summary

Theme	Rating
Well-being	Good
Care and Development	Adequate
Environment	Adequate
Leadership and Management	Good

1. Overall assessment

Children are happy and settled in the care of the child minder. They are developing close relationships and the child minder is responsive to their all-round needs. She provides an appropriate variety of opportunities for them and is developing assessment records of their learning to help them to reach their full potential. The environment is homely with areas for the children to play and relax. The service is well run, but there are good practice areas that will improve the overall administration side of the business.

2. Improvements

This was the child minder's first inspection. Since registering, the child minder has spent time setting up her home for a childcare service and getting to know the children to best meet their needs.

3. Requirements and recommendations

There were no non-compliance issues. Good practice recommendations are highlighted in further detail at the end of this report.

1. Well-being

Good

Summary

Children are encouraged to have a voice at this service, as their wants, moods and needs are fully considered. Good processes have been implemented to facilitate the smooth transitions into the child minder's care and the children settle well with her. Interactions between children and adults are consistently stimulating, and young children are developing their understanding of the social world around them, to realise what is expected of them.

Our findings

Children have good opportunities to make decisions about what affects them. For example, we observed a child select the toys they wanted to play with and make choices about which foods they wanted to eat. They are developing confidence and communication skills in line with their ages and stages for development, with close care and attention from the child minder to help them to communicate their needs effectively. We saw them clearly expressing their emotions and indicating when they needed physical comfort to be held in the child minder's arms, accepting the reassurance they received.

Children feel safe and happy attending and cope well with periods of separation from their main carers. This is because good processes are in place to recognise and support their needs. They are developing close relationships with the child minder and appear trusting of her care and established routines, such as for nappy changes, mealtimes and trips out of the house. The children also enjoy daily morning activities, where they are used to joining in with song times, movement and dance sessions.

Children are developing their interactions with the other people and they consistently engage positively with the child minder. They seek out the child minder when they need her support and respond appropriately to the guidance she offers.

Children enjoy the activities and learning opportunities offered to them. Their play choices are prioritised, to enable them to direct what they want to do. We observed them play for uninterrupted periods with musical and light up toys. They benefitted from toys that sounded songs and spoken languages in English, Polish and German. They also benefit from plenty of trips out to promote their social skills and varied environments to explore. When we arrived, the child minder took a child to a local playgroup for a rhyme and song session. She told us that the song times can be in English and Welsh, promoting children's Welsh language development. We also noted from planning paperwork that there are plenty of opportunities for children to learn about different festivals and celebrations. For example, they recently celebrated National Bird Day and used binoculars to spot birds, read about them in books and made nests. We observed that children are learning to do things for themselves, including self-care tasks feeding themselves meals and helping themselves to what they need, in line with their age and stage for development. Younger children are appropriately supported.

2. Care and Development

Adequate

Summary

The child minder is aware of her responsibility to promote children's safety. She has a gentle manner to supporting children's interactions. Planning is in place to provide variety of learning opportunities for the children. The child minder is in the early stages of developing her assessment records, which contain some details about the children's development.

Our findings

Children's individual needs are well considered to support their health and wellbeing. The child minder has clear procedures that she follows in practice. For example, we noted that hygiene routines were adhered to before and after a nappy change. Also, the child minder told us that children routinely clean their teeth for the duration of an associated song. Children bring their own packed lunches, but the child minder ensures appropriate storage of them and she provides all snacks and morning and evening meals. Healthy options are provided, and fresh drinking water is readily available. We noted that the child minder is sensitive to children's eating habits and as such, employs a flexible approach. For example, she recognised when a child was not keen on eating their main meal and so provided them with some alternatives to try. An accident, emergency and fire procedure are in place and the child minder practices fire drills with the children every other month. We noted that they are appropriately recorded, including relevant details about the evacuation and the children in attendance, to ensure that they all receive sufficient practice. We viewed the child minder's accident, incident and medication records and noted that they are appropriately setup and include all relevant detail.

The child minder interacts well with the children in her care. She is supportive of their needs and provides age appropriate guidance, with plenty of positive feedback to promote their self-esteem. She is attuned to the children's moods and matches her response accordingly to meet their needs. For example, we noted her caring efforts to comfort a child who was not happy to have their nappy change. She talked them through the process and offered reassuring words and then cuddles to soothe them. We noted that she has a style of response to children that focuses on positive strategies, which are clearly reflected in her behaviour management policy.

The child minder appropriately promotes children's play and development. She is aware of the Foundation Phase and has begun using it to link areas in which children are progressing. However, records are very brief and they do not identify children's next steps for development, to further focus and prioritise their learning needs. She plans optional activities for the children, based on festivals and celebrations to inform ideas. It was evident from observations of her interactions that she has a good understanding of how to support children to learn in a playful environment. For example, she responded to a child clapping their hands by singing and clapping in time with them, joining them in play.

3. Environment

Adequate

Summary

The child minder's home is welcoming and well-resourced with equipment and furniture to enable children to play, learn and relax. The environment is maintained to good standards of cleanliness and repair.

Our findings

The child minder takes good precautions and maintains the environment to maximise children's safety. Doors are kept locked and with keys accessible to the child minder on a hook, to ensure that the premises are secure. Public liability insurance has been obtained and is not due for renewal until 30 March 2020. Areas are risk assessed and a written example of how the child minder intends to record assessments was available for us to view. However, they are not specific to the child minder's home and areas used, including the garden. She has them in place for outings and we noted that they contain sufficient detail. Daily visual checks are also made to all areas used, to ensure they are safe for minded children. Safety equipment is in place to protect children, and includes a fire blanket, smoke alarms, stair gates and corner guards on the table. Annual safety checks are completed on all gas appliances, ensuring that they are safe to use.

The child minder ensures that the environment is suitable to the needs of all minded children. Her home is free from clutter and kept tidy. The ground floor areas are used for child minding and the main play space is in the living room/dining room. It is a large open plan room with sofas for resting, a large dining table for meals, snacks and table top games, and accessible storage of resources. First floor toilet facilities are appropriately resourced with liquid soap and paper towels for drying facilities, to reduce the risks of cross infection. The kitchen is mainly used for food preparation and not often used by the children. The garden provides a secure space for children to play in all-weather conditions, as we noted that there is also a covered area. The child minder plans to purchase a large storage box to store outdoor resources, but currently uses the shed.

The child minder has a sufficient supply of resources to promote children's development and keep them engaged and stimulated. The variety includes resources such as role play items, dress up, crafts, books, construction equipment and games, appropriate for the full age range of minded children. There are also some resources that reflect different cultures, including books and Welsh media displayed on the walls. The resources and equipment we saw were all clean and in good working order.

4. Leadership and Management

Good

Summary

The child minder has all required processes in place to help her to manage her business. She keeps detailed records and they are well organised for ease of reference. She has plans in place to evaluate her service. Good systems are established to promote partnerships with parents.

Our findings

The child minder demonstrates good leadership skills to run her service effectively. She fully meets the Child Minding and Day Care Regulations for running a child care service and complies with the National Minimum Standards (NMS). All required policies and procedures are in place and signed and dated on an annual basis to evidence their continual review. We viewed the statement of purpose and saw that it covered all aspects of the NMS and how the business operates. Children's accurate attendance times are recorded. We viewed Disclosure and Barring Service checks (DBS) and found that they were in place for the child minder, and all household members over the age of 16 years. The child minder completes appropriate training to keep up to date with skills and knowledge, and her certificates were available for inspection, including paediatric first aid, food hygiene and safeguarding. A comprehensive safeguarding policy is in place, including details of the 'Prevent' duty, which is a government strategy to help protect children from extremism.

The child minder is aware of her responsibility to monitor and evaluate the quality of her service every year. She has in place plans to seek feedback from parents and children in preparation for her first annual quality of care review, and she understands that she needs to prepare a report on her findings. She discussed with us ideas for gaining feedback from all service users.

The child minder has good processes to develop close working partnerships with parents. She meets with them prior to children starting, to help her to collect important information regarding their needs, and to ensure that there is clarity about the service provided. Contracts and child record forms are completed, including the expectations of both parties. Relevant permission forms are in place and signed by parents, to ensure that they consent to things such as emergency medical treatment if needed. The child minder offers flexible settling in sessions according to parents and children's requirements. She updates parents 1:1 during drop off and collection times. For pre-school aged children she uses 'all about me today' forms to share information about their day, including care tasks and activities, with a tick list linked to the areas of learning that were covered.

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 further and improve outcomes for children, we discussed the following matters with the child minder:

- Further develop assessment records to fully reflect children's progress and next steps for development, and
- complete written risk assessments for all areas of the home and garden, identifying the hazards, risks and actions.

6. How we undertook this inspection

This was a scheduled inspection as part of our normal programme of inspections. One inspector undertook one visit to the service and spent time with the child minder and one child in her care.

We used the following methods to gather evidence for this report:

- We reviewed all information held by CIW prior to our visit;
- we viewed all parts of the premises being used for child minding purposes,
- we observed the child minder's interactions with the child present;
- we spoke with the child minder about how she operates her business;
- we examined a range of documentation, including, policies and procedures, risk assessments, contracts, accident, incident and medication records, attendance records, safety certificates and training certificates; 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	Ewa Nowak
Registered maximum number of places	8
Age range of children	0-12 years
Opening hours	Monday to Friday, 8:00am to 5:00pm throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First Inspection post registration
Dates of this inspection visit	6 February 2020
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 through the medium of Welsh. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words</i> ' follow on strategic guidance for Welsh language in social care'.
Additional Information: None	

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