



Childcare Inspection Report on

Georgia Batt

Hengoed



Date Inspection Completed

27/01/2020

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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 Caerphilly, where she lives with her partner. She currently has ten children on roll and is registered to care for six children under 12 years at any one time. Child minding is offered Monday to Friday between 7:00am and 6:00pm throughout the year. Children have access to all ground floor areas of the home and the upstairs playroom and bathroom. Care is provided through the medium of English, with the use of incidental Welsh. During our inspection visit, there were three minded children present under the age of eight years.

Summary

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

1. Overall assessment

Children are happy attending and quickly settle in the care of the child minder. The child minder is caring and nurturing in her approach. She ensures a good range of activities and resources to keep the children challenged and occupied. The environment is homely and well setup for a child minding business, with appropriate safety precautions in place to minimise risks. The overall management of the service is well organised, with all required paperwork and procedures in place.

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

The inspection took place over two days and the child minder addressed all recommendations that were set by the second visit.

1. Well-being

Good

Summary

Children are developing age appropriate skills to communicate their needs and make themselves heard. They are all happy for periods away from their parents and are developing positive relationships with the child minder. Interactions between children are mostly positive, but sometimes they need guidance, as expected for their ages and stages of development. Children enjoy their play at this service, and they are making good progress in all areas.

Our findings

Children have good opportunities to voice their opinions. They choose the toys and resources they want to use, and activities planned by the child minder are optional for them to join in with. They ask the child minder for help when needed and let her know how they are feeling. For example, we saw a child ask for snacks when they were hungry and a child crawl over to the child minder for comfort when they felt upset.

Children are happy and settled. They respond positively to the care and attention they are given and approach the child minder to engage in informal conversations. They separate well from their parents and are familiar with the routines of the setting. We observed children sitting together for snack and craft activities. They coped well with daily routines such as hand washing, taking off their shoes on arrival at the home, and tidying resources away when they have finished playing with them

Children are developing friendships with one another, with occasional support needed to assist them to consistently manage their interactions. For example, a child was encouraged to share when they took resources from a younger child, helping them to develop their social skills, empathy and kindness. They respond positively to the guidance offered to them, because they are gently corrected and guided without too much focus on the unwanted behaviour, enabling them to learn and move on from their mistakes.

Children freely choose their play and learning at this service. Their development naturally unfolds during self-directed activities, as they help themselves to what they want, and the child minder is alongside them for support. We saw them learning about mathematical concepts, colours and animal sounds whilst playing with small world toys, puzzles and during crafts making polar bear plates. The activities sustained their attention for good time periods, and they learnt new ideas whilst having fun.

Children are independent and learning new skills in line with their age and stage of development. They are making steady progress to do things independently, but accept support and assistance when needed.

2. Care and Development

Good

Summary

The child minder has a good understanding of safeguarding and has implemented effective processes to minimise any risks to children in her care. She has a skilful approach to managing children's behaviour to support them in their interactions. She also has a very good understanding of the Foundation Phase, which she uses to plan a good variety of opportunities for children's all-round learning needs.

Our findings

The child minder considers the health and wellbeing of children in her care and has robust policies and procedures in place to support her practice. For example, we observed hygiene routines for disinfecting surfaces before children eat and the child minder confirmed that separate cot sheets are used for each child and washed between uses. The child minder provides all meals, snacks and drinks with plenty of healthy options. When a child was hungry and asked for a snack, the child minder provided them with a few crisps balanced with an orange. Fresh water is made accessible to them at all times in their own drink containers. Accident, emergency and fire procedures are in place and the child minder practices monthly fire drills with the children. We discussed with the child minder adding further details to the records, to include the children in attendance, how long it took to evacuate the building and a comments section, which she had satisfactorily completed before the end of our inspection. 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 children in her care. She gives positive feedback, encouragement and praise and creates a warm and calm atmosphere. She is attuned and responsive to children's needs. We saw her rock a child to sleep in her arms when they needed a nap and comfort a child with cuddles when they were unsettled. She applies positive strategies to guide them in their interactions. For example, she intervened when a child pushed another and set clear expectations for behaviour, which the child responded positively to. These positive strategies are reflected in a detailed behaviour management policy.

The child minder promotes children's play and development outcomes well. She has a good understanding of the Foundation Phase and plans varied activities to cover all areas. She completes planning every two months to inform ideas, based on festivals and the time of the year. Activities include cookery sessions, crafts and trips out to local facilities, such as play groups, farms, parks and walks. The child minder knows the children well and integrates learning concepts, linked to their next steps for development during their chosen

play ideas. Progress records are accurately maintained in children's individual development files, including annotated photographs of activities they have participated in, monthly observation sheets and charts detailing dates of their achievements for different areas of learning. Their next steps for development are also recorded to promote children's development in specific prioritised areas.

3. Environment

Good

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 standard.

Our findings

The child minder takes good precautions and maintains the environment to maximise children's safety. The premises are secure, doors are locked and keys are kept out of reach of children, but accessible to the child minder. Public liability insurance has been obtained and is not due for renewal until 19 April 2020. Robust written risk assessments identify hazards and actions for all areas of the home, garden, outings and use of the car. 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 and a stair gate secured to the top of the stairs. There is a small hallway and with a door to the lounge, preventing children from having access to the stairs. 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. In order to maximise space, the child minder has converted an upstairs bedroom into a playroom and children use this room under supervision. The toys and resources are stored in this room, but the living room is also used as an additional play space. We noted that the resources are stored at a height accessible for children to help themselves and with some setup ready for them to use. In the kitchen there is a child height table and chairs, where the children sit sociably together to eat meals and snacks, as well as to complete crafts and table top games. There is a further table in the playroom that can be used for activities and we noted a hard surface floor, which the child minder commented was planned for ease of cleaning if the children want to do things such as painting. Furniture is available for children to rest, including sofas and a travel cot. The child minder also has appropriate equipment in place to support the children if needed, such as a child toilet seat, step for access to the sink and highchair. A section of the garden benefits from artificial grass and is fenced off to provide a secure space for children to use.

The child minder has a good supply of resources to promote children's development and keep them engaged and stimulated. The variety includes resources such as role play items, crafts, books, construction equipment and games, appropriate for the full age range of minded children. The resources and equipment we saw were all clean and in good working order. The child minder promotes children's Welsh language needs. She has Welsh media

displayed on the walls, including colours and numbers, and she has a selection of Welsh books for children to use. She also uses incidental Welsh during conversations with the children and takes them to music sessions where they have the opportunity to learn songs in Welsh, further promoting their use of the language.

4. Leadership and Management

Good

Summary

The child minder has effective and well organised record keeping systems to support her business. She understands her responsibility to monitor and evaluate her service.

Our findings

Leadership of the service is effective. The child minder fully meets the Child Minding and Day Care Regulations for running a child care service and complies with all of the National Minimum Standards. All required policies and procedures are in place. We discussed with the child minder evidencing that they are reviewed annually, and before completion of our inspection, she had ensured that they were all signed and dated. We viewed the statement of purpose and saw that it covered all aspects of the regulations and how the business operates. However, we discussed with the child minder ensuring that it accurately reflects her service, because the minding hours she discussed were different to on her policy. She immediately amended the policy with her correct operating times. 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. The child minder completes appropriate training to keep up to date with skills and knowledge, and her certificates were available for inspection, including for 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 issued questionnaires to parents to seek their feedback in preparation for her first annual quality of care review, and she understands that she needs to prepare a report on her findings. We noted that parents' comments on the questionnaires indicated a high level of satisfaction with the service. We discussed with the child minder considering how she will reference the views of children.

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. 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, via 'WhatsApp' (a text messaging service) via a Facebook

page they have consented to and through the use of 'day cards' for under school aged children, to share information about their day including care tasks and activities.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

None

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 three minded children 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 children present;
- we spoke with children and a parent about their experiences using the service;
- we spoke with the child minder about how she operates her business and
- 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.

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	Georgia Batt
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	Monday to Friday, 7:00am to 6:00pm throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	None – this was the child minder’s first inspection
Dates of this inspection visit(s)	23 January 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’ follow on strategic guidance for Welsh language in social care</i> .
Additional Information: None	

Date Published 18/03/2020

No noncompliance records found in Open status.