



Childcare Inspection Report on

Catrin Reed

Newport



Date Inspection Completed

13/03/2020

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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 Newport, where she lives with her family. She currently has ten children on roll and is registered to care for ten children under 12 years at any one time. Child minding is offered Monday to Friday between 7:30am and 6:00pm throughout the year. Children have access to all ground floor areas of the home, except for the kitchen. 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	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children settle well in the care of the child minder and they have developed positive relationships with her. The child minder is responsive to their needs and supports their all-round education. Good precautions are in place to provide safe areas for the children to play, learn and relax, with risks minimised. The service is well run with many areas of good practice, including organised paperwork and effective procedures.

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. She has also completed an additional course to the training required to register as a child minder, on understanding autism.

3. Requirements and recommendations

We made two recommendations with regards to expanding records, to include more information. These are highlighted in further detail at the end of this report.

1. Well-being

Good

Summary

Children are confident communicators and they express their needs very well. They transition well into the care of the child minder and are relaxed in her home. Children are well mannered and have positive interactions. They enjoy their play and learning at the service and are making good all round progress. They are independent in line with expectations for their age and stage for development.

Our findings

Children have good opportunities to make choices and decisions about their care and development. We saw them moving freely between areas and choosing toys and activities they wanted to play with, seeking the child minder's support when needed. They clearly express how they feel and are confident to ask for help. We saw them indicate to the child minder when they were hungry, needed the toilet, help within their play or wanted to access more resources. When a child felt tired, they were comfortable approaching the child minder for cuddles and fell asleep in her arms.

Children feel safe and happy attending. They cope well with periods of separation from their main carers, because good processes are in place to recognise and support their needs. They appear at ease and familiar with the routines. For example, washing their hands at appropriate times, taking their shoes and coats off on arrival and tidying resources away. They are developing positive social skills, guided and modelled to them by the child minder.

Children's ideas in their play are prioritised. They are free to choose what they would like to do, and planned activities are optional for them to join, if they wish. For example, some children didn't initially want to make and decorate heart decorations for Mother's Day. The child minder told us that she keeps activities available if children later decide they would like to do them. Children are engaged in their play and enthusiastically select equipment and resources that they want to use. We saw them role playing with a kitchen and accessories and playing with toy vehicles. They have good levels of concentration and activities sustain their interests for good time periods. We saw a child building several puzzles to completion, taking the time to carefully match the pieces unsupported. They were proud of their achievements and enjoyed sharing them with the child minder, accepting the praise they received in return. Children were shy talking to us but indicated their enjoyment at the service, by pointing to the toys they like the most.

We observed that children are able to do many 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. They accept support and assistance when needed.

2. Care and Development

Good

Summary

The child minder is aware of her responsibility to safeguard children and she has good systems and procedures in place for this. She has high expectations for behaviour, with gentle strategies to guide children positively. The child minder also has a good understanding of the foundation phase, to plan a variety of activities and experiences for children. Assessment records document children's learning, but do not highlight their next steps for development.

Our findings

The child minder considers children's individual needs well to support their health and well-being. She has robust policies in place, with clear procedures to follow in practice, such as for nappy changes and fire evacuation. Records show that regular fire drill practice takes place, to ensure that all children receive sufficient practice for evacuating the building in the event of an emergency. We viewed the child minder's accident, incident and medication records and noted that they are appropriately setup and include all relevant detail. Children are encouraged to eat a healthy diet. They can bring packed lunches and the child minder ensures appropriate storage of them, or she is happy to provide food. We saw an example menu plan including plenty of healthy options for all meals and snacks. The child minder also told us that she takes children to the supermarket to select fruits that they would like to eat, valuing their individual preferences. We saw that she ensures that children's drinks are accessible to them throughout the day to keep them hydrated, easily identifiable to them in their own drink containers.

The child minder interacts well with children in her care. She has positive strategies for guiding children's behaviour, in line with her policy. This has enabled her to successfully establish a calm atmosphere with children cooperating well. Furthermore, we saw that she provides consistent positive feedback, encouragement and praise to promote their self-esteem. The child minder is alongside children for help when needed and has a skilful approach to integrating learning during their play. For example, we saw her supporting a child's numeracy skills during a game role playing food shopping, with play money. Her natural approach nurtures children's curiosity to learn.

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. Activities are inspired by themes including the seasons and festivals. Recently children made and decorated paper daffodils to celebrate St David's day. Their birthdays are celebrated, helping them to feel belonging in the child minder's home. The child minder is sensitive and pays attention to children's individual interests. During walks she noticed that

a child enjoyed the outdoors and in particular splashing in puddles. Therefore, they made binoculars for exploring, out of toilet rolls, and during a walk sang "We're going on a bear hunt", a song from a well known children's book. The child minder is conscientious to balance all children's needs. For example, when waiting for after school children, she provides activities for younger aged children to keep them entertained, such as making pasta necklaces. The ethos of the service is to follow children's free play ideas, balanced with planned activities and outings. Trips out include to local facilities, such as parks and walks. Daily diaries clearly identify children's daily care needs and progress. Their next steps for development are not currently recorded, but the child minder agreed to begin doing so.

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. It is routinely risk assessed to ensure the environment is safe, with hazards minimised.

Our findings

The child minder takes good precautions and maintains the environment to maximise children's safety. Doors are kept locked with keys accessible to the child minder, to ensure that the premises are secure. Public liability insurance has been obtained and is not due for renewal until 19 May 2020. Robust written risk assessments identify hazards, risks and actions for all areas of the home and outings. A daily visual tick sheet is also completed for 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, which are regularly tested and recorded, and stair gates. 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 for the needs of all minded children. Her home is free from clutter and kept tidy. The ground floor playroom, large open plan dining and living room, first floor bathroom and decking area of the garden are the main areas used for child minding. Appropriate equipment is in place suitable to the needs of the children. Handwashing facilities include liquid soap and separate towels for hand drying, reducing the risks of cross infection. There is a potty for children toilet training. A travel cot is available if needed, as well as sofas for resting, in both downstairs rooms. There is a large dining table for meals, snacks, crafts and tabletop games. Storage of toys and resources in the playroom are accessible for children to help themselves. Outside resources are stored in the shed during inclement weather.

The child minder has a large 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. Further resources are stored in the attic and rotated to offer children variety and choice. The resources and equipment we saw were all clean and in good working order.

The child minder promotes children's multicultural needs. For example, she has dolls of different ethnicities, chopsticks, lanterns, Egyptian dress-up clothes, and Welsh books and

games. Children's language skills are well supported in English and Welsh, because the child minder is fluent in both. We observed frequent conversational Welsh throughout our visit, promoting children's Welsh language skills and heritage.

4. Leadership and Management

Good

Summary

The child minder has effective processes in place to help her to manage her business. She keeps all required records and has begun to review her service to identify improvements. She is aware of her responsibility to complete this annually.

Our findings

The child minder organises her business well. She 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 and annually reviewed. We viewed the statement of purpose and saw that it covered all aspects of the regulations and how the business operates. Children's sessional times of attendance are recorded, but they do not detail their actual times of arrival and leaving, which the child minder agreed to begin doing.

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 children in preparation for her first annual quality of care review, and has them ready to issue to parents too. She understands her responsibility to prepare a report on her findings. Children's feedback included all positive comments, such as about the activities they enjoy.

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 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. She also shares with them photo's and updates via 'WhatsApp' (a text messaging service) and a closed Facebook page that they have consented to. Daily diaries are used for younger 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

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

- Ensure that attendance records record the accurate times of children's arrival and leaving the service, and
- begin recording children's next steps for development.

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 minded 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 children present
- we spoke with a child about their experiences using the service
- 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	Catrin Reed
Registered maximum number of places	10
Age range of children	0 to 12 years
Opening hours	Monday to Friday 7:30am to 6:00pm throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	None
Dates of this inspection visit	13 March 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 is working towards providing an 'Active Offer' of the Welsh language.
Additional Information: None	

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