



Childcare Inspection Report on

Naomi Giltinan

Cwmdu



Date Inspection Completed

30/07/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email:

psi@nationalarchives.gsi.gov.uk

You must reproduce our material accurately and not use it in a misleading context.

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

Naomi Giltinan operates her child minding business from her home, which is on the outskirts of Swansea city centre. The service has been registered since 2011 to provide care for a maximum of six children aged birth to 12 years. The child minder's service operates between 6:15am and 6:00pm, Monday to Friday. This is a service that does not provide the Welsh language 'Active Offer'. However, although the main language of the setting is English, incidental Welsh is also spoken.

Summary

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

1. Overall assessment

Naomi Giltinan offers a wonderfully warm, child focused and welcoming service where children are happy, confident and fully engaged in an excellent range of age appropriate activities. The child minder knows the children very well, is genuinely interested in the children's views and opinions and tailors support to meet their individual needs. She supports and encourages all children to have a voice and age appropriate choices. Positive relationships are formed. The child minder maintains very high standards of care. The environment is stimulating and enables children to reach their full potential.

2. Improvements

Since the last inspection, the child minder has:

- purchased toys, resources and equipment;
- converted a storage area that enables children to access toys easily and to see what toys are available;
- introduced an on line website which is used to inform parents of daily activities and any news updates;
- successfully achieved a level 3 qualification in Advanced Play and Development .

3. Requirements and recommendations

The following recommendation was made:

- To familiarise with the Welsh Government Best Practice Guidance for Food & Nutrition for Childcare settings.

1. Well-being

Excellent

Summary

Children are very happy and contented. They experience a warm and caring relationship with the child minder and have an excellent choice of activities. They have a strong voice and speak and express themselves confidently. Their opinions and interests are highly valued, acted upon and promoted. Children develop and become independent very well; they learn to interact and to cooperate with each other and the child minder enthusiastically and purposefully.

Our findings

Children have wonderful opportunities to engage in numerous and varied play activities. We saw children were wholeheartedly enthused and very engaged in their play. They spoke openly and animatedly about what they were doing and showed their creations proudly. For example, children showed us their art and craft pictures saying, 'this is me, look that's my nose and my face, I have put curly hair on my head'. They were engrossed and utterly delighted as they played with the interactive globe and were curious about planets and where we lived on earth. Children are self-motivated to initiate their own play and influenced their tasks and activities. This was particularly so during free play whereby children made independent choices about playing with their favourite toys. Children chose the activities that interested them most. Outdoors, children made a choice as to whether they wished to play on ride on toys, play with sand and or water or with the numerous toys such as pretend bricks and plastic rocks, buckets, spades, and wheel barrows. Children also enjoyed planting flowers and vegetables and they were very excited to show us the fairy garden that they had created. One child explained that he had made a 'couch' out of the shapes for them to relax on. Indoors they chose from an excellent wide ranging selection of toys and resources. Many children spent a considerable amount of time highly involved in role play and they thoroughly enjoyed story times with props that inspired visual interaction. For example, a story about owls with three soft toy owls and the three little pigs story with figure puppets and sticks, straw and bricks to build the houses. Younger children had stimulating opportunities to play with many sensory toys. Throughout their play they had lots of fun and we heard much laughter.

Children have developed a very strong relationship with the child minder and are forming friendships with their peers. They played together happily. They were eager to participate and cooperated by sharing and carrying out group games. They were without doubt inspired and motivated in their play and learning. We heard children being highly praised for their wonderful creations, ideas and suggestions. The child minder showed genuine interest in them and children were delighted when she told them they are 'fantastic' and that's she' loved them to the moon and back'.

Children clearly express a sense of security and belonging. On arrival children settled quickly and were excited to play with their friends. Children were involved whilst the child minder completed the attendance register and they responded to their names with 'here' and in Welsh 'yma'. Children were also open about their feelings. For example, saying whether they felt happy or sad and why. They approached the child minder with ease for cuddles, showing true affection and wanting to involve her in their play.

Children have opportunities to develop their independence and self-help skills of which they are accomplishing very well. Opportunities enable them to 'have a go' For example, they put on their own coat and shoes, followed self-care routines such as hand washing and toileting and accessed and set up toys of their choosing. Play experiences enabled them to problem solve, develop creatively, to experiment and be imaginative. They chose utensils to mould, roll, measure and shape playdough, experimenting and problem solving how much they could fit into containers and completed puzzles without any assistance. They confidently extended their learning by counting and naming colours bilingually.

2. Care and Development

Excellent

Summary

The child minder is knowledgeable, well trained, caring and attentive. She keeps children safe and promotes healthy lifestyles. The child minder knows the children well and provides an excellent meaningful and age appropriate range of activities to help them to learn and develop. The child minder is committed and actively involved in assessing each child's individual needs and preferences.

Our findings

Overall the child minder promotes children's play, learning and development excellently and meets their needs by creating a natural, stimulating learning environment which enables children's engagement. The child minder has a genuine rapport with children, encouraging them to become confident and active learners. She treats each child as a full and equal person making them feel included and highly valued.

The child minder is very dedicated and committed, working diligently to keep abreast of any child care courses and/or training opportunities that in turn benefit her knowledge and child care service. Her 'top priority' is to keep children safe and healthy and this is sustained through her day to day practice. For example, she identifies and understands each child's needs and preferences in partnership with the child/children's parents and/or carers. The child minder implements policies and procedures with confidence and reviews them regularly with any new information added. For example, the 'Prevent Duty' which has been added to the safeguarding policy. The child minder has attended child protection training and knows who to contact if concerned about a child's well being.

The child minder has a clear understanding of healthy eating. We saw that children are actively involved in learning about healthy eating through activities, cooking and tasting foods. A flexible menu ensured she offered a variety of healthy foods to the children. On the day of inspection, the children chose pasta and cheese for their lunch. Fruit and vegetables are part of their daily diet. Children are also involved in cooking foods. The child minder holds a food hygiene certificate and is first aid trained. Additionally, their daily routine ensures that children have lots of fresh air and exercise through outdoor play in the garden, visits to the local parks and going for walks.

Cross infection is minimised, as the child minder was very familiar with infection control guidance and consistently checks and records fridge temperatures, risk assessments and cleaning routines. There are paper towels and soap within the children's reach. The child minder recognises and has a clear understanding of any child's food allergies and/or medical conditions and consistently followed clear procedures. For example, when preparing food, administering medication and/or first aid.

The child minder is very professional and thrives on achievements that in turn benefit her service. She uses her knowledge to promote the best outcomes and well-being for the children in her care. She promotes excellent cultural awareness through books and activities relating to cultural events throughout the year, such as Easter and Saint David's Day. She uses food tasting, dance and creative activities to teach the children about different cultures. She makes effective use of toys, equipment and books such as an interactive globe for learning about 'who we are' and 'where people live'. One child said his favourite book was 'Mixed' which he said taught him about being an individual and mixing together with other children from all over the world. The child minder promoted the UNCRC and children's rights by use of materials, books and games. The child minder has registered with the Information Commissioners Office and clearly understood data protection procedure, which she shared with parents and carers.

The child minder's management of behaviour is excellent. She understood each child's preferences and/or additional needs and knelt down to each child's level, giving them extra help and/or support so that they could get the most out of their learning. She used positive behaviour methods to gently remind children to be kind and share. The child minder is a calm and very positive role model and leads by example. She ensures that any sanctions are developmentally appropriate and respects individual children's level of understanding and maturity. Children respected her and followed her lead. For example, saying please and thank you. Children's behaviour is excellent.

Children's developmental progress is tracked and shared with parents and/or carers via an on line app. Parents and children also have access to an album with many photographs of children involved in a vast array of excellent activities. The child minder's planning of activities involves the children's particular interests. For example, she directly involves them in taking photographs of the things that interest them.

We saw that children's learning is consistently extended. For example, they were highly involved in a 'building day' and were each given a builder's hat and jackets to wear. They said they really enjoyed dressing up in the outfits. We saw that all resources were stored at child height encouraging children's decision making and independence.

3. Environment

Excellent

Summary

The child minder provides a stimulating, purposeful child friendly environment. An excellent and wide ranging variety of play and learning opportunities indoors and outdoors stimulates children's curiosity and interests. Their safety is ensured because the child minder has effectively identified and minimised risks and hazards. Resources and equipment are of excellent quality and suitable for the needs and age range of the children.

Our findings

The child minder promotes children's safety both indoors and outdoors and takes precautions to prevent accidents. This is sustained through comprehensive daily risk assessments. The environment is safe and secure, and the main front door is kept locked. Externally, a fenced garden area secures children's safety whilst playing outdoors. An attendance register details the arrival and departure time of children and any visitors. The child minder ensures that visitors sign in and out and she always asks for identification. She had an excellent comprehensive health and safety file which contained documents evidencing heating tests, fire drills, smoke alarm tests and evacuation procedures to name but a few.

The lounge play space is arranged to give children invaluable play experiences in line with the Foundation Phase and 7 areas of learning. We saw that children, due to them having easy access to toys, could follow their own interests and develop their learning through play. The child minder's home provides a warm, inspiring and welcoming atmosphere where children can establish a sense of belonging. The child minder has recognised that the design and layout of the premises is essential for children to gain purposeful and innovating experiences. She had recently converted a walk in storage area allowing all children to access and see the toys and resources available to them. Many children truly believed it was magic because, when they walked into the toy area they laughed, lifted their hands up saying 'abracadabra' as the light came on automatically.

We saw that children have access to an excellent wide variety of resources that are suitable for their needs, age and stage of development. This excellent and abundant range of toys and learning resources includes small world toys, a home corner, sensory toys, books, arts and crafts and dressing up clothes. There is also a huge selection of outdoor play toys including a mud kitchen, ride on toys and construction materials. Children enjoy getting close to nature and flowers, and make good use of the soft artificial grass area and the newly laid path where they can ride their bikes.

4. Leadership and Management

Excellent

Summary

The child minder has an innovative vision for the service that she shares openly with parents and/or carers. The child minder is dedicated and committed to monitoring and improving the service with a strong culture of continuous professional development. There are very open, professional and effective partnerships in place with parents and carers.

The child minder manages the service excellently. She has a thorough understanding of her role and exceeds the regulations and national minimum standards. The child minder takes great pride in maintaining up to date policies, procedures and records.

Our findings

The child minder has in place an informative statement of purpose, which was up to date and compliant with the regulations. She spoke to parents daily and updated them via a secure website on activities that their child had been involved in. She operated an open door policy where parents could meet to discuss any aspect of their child's care and well-being.

She had a comprehensive and methodically kept range of policies and procedures, which she had regularly reviewed and updated. For example, the safeguarding policy now included information on the 'prevent radicalisation duty'. We saw that the child minder maintained the required records in relation to children's personal information, accidents, emergency medical consent, incidents and attendance records. The standard of record keeping sampled was extremely good, very well organised and easily accessible.

The child minder has an excellent relationship with the parents and/or carers. The child minder took pride and enthusiasm in evaluating her service and planned for improvement. This included acting upon feedback from parents and/or carers and children's ideas. Examples included purchasing new toys, resources and materials and aspiring to her professional goals by attending training courses specifically related to child care and development. The child minder said that she feels highly valued by parents and carers and children always say they enjoy being with her. She takes great pride in the sharing of any relevant information that promotes excellent practice. She is very passionate about involving parents and/or carers at every given opportunity, for example, informing them verbally and through photographs and news on themes followed. We saw children's and parent/carer returned questionnaires with very complimentary feedback, saying, 'Naomi is excellent', 'my child is so happy there', and 'excellent child minder'. Children said they 'loved Naomi', 'I like all the toys' and 'we have fun'.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendation was made:

- To familiarise with the Welsh Government Best Practice Guidance for Food & Nutrition for Childcare settings.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one unannounced visit on 30 July 2019 for a period of approximately four hours. Feedback was given on the day of inspection.

During the visit we:

- observed practice and the care provided by the child minder;
- read some children's and parent returned questionnaires;
- spoke to the child minder and children;
- looked at a range of records including the statement of purpose, policies and procedures, and contracts.

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	Naomi Giltinan
Registered maximum number of places	6
Age range of children	Birth to 12 years
Opening hours	6:15am to 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 January 2017
Dates of this inspection visit(s)	30 July 2019
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 service 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 consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 29/08/2019