



Childcare Inspection Report on

Denise Evans

Cardiff



Date of Publication

Tuesday, 7 May 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.

Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to provide care for no more than six children under the age of 12. She operates from her family home which is located in the residential area of Llanishen on the outskirts of Cardiff. The child minder also cares for children in their own homes, although this service is not regulated by CIW. Within her statement of purpose she identifies that she provides care for severely disabled children up to the age of 18 and therefore often provides one to one or two to one support. Care is provided through the medium of English.

Summary of our findings

1. Overall assessment

Outcomes for children are very good. Children are cared for on a 1:1 basis or as their needs require. The child minder maintains her professional development and has an excellent understanding of individual children's needs. She builds warm, caring relationships with the children who feel relaxed and secure in her care. The environment is safe and is suitable to meet children's needs. She is organised and professional in her management of the service which runs very smoothly, although we did find some elements of record keeping could be improved upon.

2. Improvements

The child minder had addressed the recommendations from the last inspection;

- specialist equipment had been supplied to meet the needs of the minded children;
- the statement of purpose had been updated to reflect overnight provision;
- the system for recording accidents/incidents and pre-existing injuries has been reviewed and
- training around behaviour management has been undertaken.

3. Requirements and recommendations

There were no non-compliance issues identified at this inspection. However, we made some recommendations in respect of record keeping elements of the service.

1. Well-being

Summary

Children enjoy attending the service and their input and views are valued and encouraged by the child minder. They are supported to reach their full potential, through a good range of play opportunities focused around children's individual needs. They have formed positive relationships with the child minder. They are encouraged to develop as much independence as possible in line with their age and stage of development.

Our findings

1.1 To what extent do children have a voice?

Children communicate their needs freely. Children were able to express their preferences, for example, where they wanted to play and what they wanted to eat and these choices were respected. Their views were valued by the child minder, which promoted their self-esteem. Children's non-verbal cues are responded to promptly with care and attention. The children are able to effectively communicate and their needs are met, because the child minder is responsive and nurturing.

Children clearly have a voice that is prioritised and valued.

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

Children have formed very positive relationships with the child minder and appear happy and relaxed in her care. We observed the child minder help one child feed themselves and there were excellent interactions with good eye contact and physical support. The child laughed and joked with the child minder and obviously felt very secure in the care they receive. Activities are tailored to the children's likes, dislikes and abilities, and the child minder enables the children to select their play preferences. Children feel happy, secure and valued, as they receive help with care tasks and within their play and learning.

Children are kept safe at this service and they clearly enjoy attending.

1.3 How well do children interact?

Children are co-operative with the child minder and they respond well to the boundaries she sets. When she guided and supported them in tasks they responded appropriately. We noted that the children were positive and listened well. They are developing positive relationships with the child minder. The child minder told us that she usually supports children on a 1:1 basis or a 2:1 basis with another child minder and is therefore able to support children to develop their social skills. We saw that children behaved co-operatively with the child minder and they obviously enjoyed each other's company.

Children are developing positively in their social interactions.

1.4 To what extent do children enjoy their play and learning?

Children enjoy the activities on offer. There is an appropriate variety of resources accessible for them to promote their development. They engaged in activities and used toys and equipment of particular interest to them. We saw that they were having fun in a supportive environment, as the child minder was alongside them for help and assistance when needed. We noted that she held every day conversations with the children supporting them to develop their speech and language skills whilst describing activities from home. We saw that the child minder sustained children's interest for a good length of time. Throughout our observations, we noted that the children received positive feedback for their achievements, promoting their self-esteem.

Children enjoy their play and learning at this service.

1.5 How well do children develop, learn and become independent?

Children are learning appropriately in line with their stage of development. They are developing their independence skills because of the child minder's good balance of support and standing back when necessary. They are encouraged to develop their independence skills, for example, practising feeding themselves with finger foods. We also saw strong communication skills being developed in their interactions with the child minder.

Children make good progress with gaining independence skills in line with their own stage of development.

2. Care and Development

Summary

The child minder has many years of experience of caring for children with complex needs. She provides children with warm and responsive care and encourages healthy lifestyles, to promote their wellbeing. She supports the children to manage their interactions and develop positive social skills. She also plans a good range of play, learning and developmental opportunities to support their all-round learning.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is very experienced in her role and she promotes children's health and wellbeing. We saw that there was a gap of two weeks between the expiration of her first aid training and when she had been able to book onto another course. We have since had confirmation that this training has been satisfactorily completed. In discussing the children's individual health needs and in looking at records we were satisfied that she knew children and their health needs very well. She was very knowledgeable regarding her safeguarding responsibilities and the procedures she would take to manage any child protection matters. We noted that fresh drinking water is readily available for the children to keep them hydrated. We noted that permission forms are in place including seeking medical attention. Appropriate hygiene routines are in place to promote children's good health, including good nappy changing procedures. Fire drills are practised and recorded routinely, ensuring that all children receive an opportunity to participate and learn about evacuating the premises in an emergency. Some further information is needed within these records. We viewed the child minder's accident/incident/medication records and noted that they are appropriately recorded and monitored.

The child minder has robust systems in place to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Children experience appropriate responsive care from a carer who has an up to date understanding of their individual needs and preferences. The child minder told us that she cares for children with a range of communication needs and adapts her approach accordingly. The child minder had a range of sensory toys laid out on the carpet should the children wish to play with them. As some of the children did not have effective verbal communication skills the child minder told us that she was very aware of children's body language, mood and behaviour. She said she was able to identify if a child was ill, relaxed, upset or angry by the way they physically presented. Through training and working in partnership with health professionals, she had developed a range of communication and positive behaviour management strategies to manage children's behaviour and promote good interactions.

The child minder is very skilled in managing children's interactions sensitively and patiently.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder provides a good range of activities to meet children's individual needs. She is aware that it can be difficult for children with complex needs to access community facilities. She therefore plans a variety of adult led and free play opportunities, as well as trips. This enables the children to access different environments to promote their social and independence skills. They visit local parks, playgroups and soft play areas. She completes training to support the specific needs of children and, for example, uses Picture Exchange Cards (PEC's) to help develop children's communication skills.

The child minder plans activities to promote children's development in all areas.

3. Environment

Summary

The child minder's home is welcoming, well presented and well maintained. Areas used for child care are kept secure and the child minder makes daily visual checks to ensure that they are safe. Written risk assessments are also in place in relation to each child and their specific needs within the environment.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Children are safe because the environment is kept secure and well maintained. The front door was kept locked during the inspection. Smoke alarms are in place, a fire blanket is secured to the wall in the kitchen and a first aid kit is easily accessible. A gas safety certificate and public liability insurance was in place. We observed the child minder paying close attention to the children to supervise them and ensure their safety. She also explained that she will re-arrange the living room, removing items to ensure the specific needs of children and their safety are accommodated. She had extra clips on safety belts in order to keep children secure and arranged for a second child minder to accompany her in the car if required to ensure safety during transportation of children. She had ensured that children were transported safely and had sought professional advice regarding this.

Children benefit from a safe and welcoming environment.

3.2 How well do leaders ensure the suitability of the environment?

The environment is homely and suitable for the children to remain safe and appropriately stimulated. Areas are well decorated and furnished to provide suitable spaces for children to rest and play in a relaxed and friendly environment. Children are able to move freely between the different areas. There is a dining table in the kitchen for the children to eat their meals and to complete craft activities. The living room has a large sofa for resting and the child minder had sought professional support and advice to ensure that all specialist equipment required to meet the needs of the minded children had been identified and supplied. For example, a suitable bed had been provided to ensure the safety of sleeping children who needed extra support in their positioning.

The child minding areas provide a suitable environment for children.

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

The child minder has an appropriate range of resources to promote children's development and keep them engaged and stimulated. She ensures that equipment is in good working order and meets the developmental needs of children.

Resources and equipment are of a good standard to support children's learning.

4. Leadership and Management

Summary

Overall, we found that there are well organised systems in place in order to manage the setting. The child minder has appropriate policies and procedures to help her to operate her business and ensure it runs smoothly. She reviews her service annually and builds good working relationships with health and social services professionals.

Our findings

4.1 How effective is leadership?

The child minder has in place all required policies and procedures for managing her service. We viewed the statement of purpose and saw that it had been reviewed but needed further updating as it still referred to being registered for six children under eight years of age when this should be 12 years of age. The child minder records children's accurate times of attendance on a register. We saw evidence of detailed information that has been shared with parents, however, contracts are currently "statements of intent" contracts which are set up with the local authority. Disclosure and Barring Service checks are in place for all household members over the age of 16 years.

The child minder has good policies and processes in place to help her to effectively operate her business.

4.2 How effective is self evaluation and planning for improvement?

The child minder annually reviews her service to identify improvements. A quality of care report had been completed and we could see that consultations with parents, children and health professionals had been undertaken. A complaints procedure is in place, and the child minder confirmed that no complaints had been received, however, a recording system for any future complaints needs to be established.

The child minder gathers service user's opinions to review and make improvements to her service.

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

The child minder does not employ any staff. She has undertaken training to update her skills and to enable her to carry out her role. We noted that a particular strength of the service was the dedication to ensuring children with complex needs are cared for appropriately. Specific training to support identified needs is undertaken to ensure her understanding of children's health needs is up to date. She has appropriate procedures in place for meeting the necessary standards and providing a reliable service to parents.

The child minder is very experienced in her role and manages her own professional development well.

4.4 How effective are partnerships?

Partnership with parents is promoted and the child minder understands the importance of building good relationships and sharing of information. Settling in sessions are offered when children start, to ensure that the child minder can meet their needs and parents understand the service provided. The child minder ensures that appropriate information is shared with parents on an on-going basis. Records and questionnaires we saw from parents and professionals demonstrate that her service is highly valued. She has improved her French language skills in order to better support and communicate with some families and children. She is fully aware of the importance of clear communication with professionals and has developed excellent relationships with the Child Health and Disability Team who have described her as “very professional”.

The child minder communicates effectively and works closely with parents and professionals to support their children’s wellbeing.

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

- Record exits used and duration of drill within fire drill records;
- update statement of purpose so that it covers all the information needed as set out in standard 1.2 of the National Minimum Standards for Regulated Childcare for Children up to the age of 12 years (NMS) and
- establish a system for recording responses to any future complaints.

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 one child in her care. The inspection was conducted in one day;
- observations of the child minder's interactions with the child were undertaken throughout the after school period;
- 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	Denise Evans
Registered maximum number of places	6
Age range of children	Under 18 years
Opening hours	Flexible – as stated within contracts
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29 June 2015 and 7 July 2015
Dates of this inspection visit(s)	11 March 2019
Is this a Flying Start service?	No
Is early year's 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. We recommend that the service provider considers Welsh Government's 'More Than Just Words' follow on strategic guidance for Welsh language in social care'.
Additional Information: The child minder offers a high level of flexibility to families with children with complex needs. Contracted hours can vary from 3 hours each week.	