



Childcare Inspection Report on

Lisa Cartwright

Bridgend



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Description of the service

Lisa Cartwright has been registered since July 2015 and provides care from her home in Pencoed, Bridgend. The child minder is registered to care for up to five children at a time, aged from birth to 12 years. Children have access to the ground floor of the child minder's home and an enclosed garden. The service is provided in English with some incidental Welsh.

Summary of our findings

1. Overall assessment

Children are confident and happy and enjoy their time with the child minder. They benefit from a good range of play and learning experiences and have fun. The child minder is committed to supporting children's overall development. The environment is safe and secure and very well maintained. Children have free access to toys, materials and equipment, which supports their independence. The child minder ensures that her training is up to date and records are well organised. Children and their parents told us that they are very happy with the service.

2. Improvements

The child minder had complied with requirements identified in the last report. We saw:

- that fire drills had been undertaken and recorded on a regular basis;
- the statement of purpose was up to date and included all the required information; and
- there were satisfactory risk assessments in place.

3. Requirements and recommendations

There were no non-compliance notices issued following this inspection.

Section five of this report identifies our recommendations to further improve the service.

We (Care Inspectorate Wales) made six recommendations in relation to the 'Prevent Duty', resources, children's records, policies and procedures.

1. Well-being

Summary

Children express themselves well and are able to make decisions. They feel safe and happy in the child minder's care and interact and play together happily. They have a very good choice of activities to support their learning. Children really enjoy their play and are developing well.

Our findings

1.1 To what extent do children have a voice?

Children are listened to; they express their views and are able to make choices.

We observed the child minder with four children aged six to eleven years after school. We saw that children across the age range had a choice about what to do and they were very familiar with the play areas, materials and activities. Children had a choice of snacks, they helped themselves to water, ate at their own pace and we saw them ask for and receive second helpings of toast, crackers and cakes. Children chose to play inside or outside and we saw that they approached the child minder confidently to chat or to ask permission to get a drink. Children confirmed they could choose what they wanted to do and that they had completed questionnaires about what they liked.

Children have a strong voice in this service.

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

Children experience warm relationships with each other and with the child minder.

We saw that children were content. After school, they greeted each other and the child minder affectionately and chatted happily on the walk home. Children were familiar with the home and the routines, which gave them a sense of security and belonging. We saw that children who were new to the service had settled well. Children played independently and with others and there was a very relaxed atmosphere. We saw children laugh a lot as they played. Children routinely went off to the toilet on their own; they washed their hands before snacks and they approached the child minder readily; asked questions, and asked for assistance and support. The children asked about our role and were confident to chat to us about the things they enjoyed doing.

Children feel safe and valued and are very happy.

1.3 How well do children interact?

Children are learning the importance of sharing and turn taking.

Children were polite and played well together. We saw that younger children were learning to share and co-operate and they responded very well to praise. Children sat together at the table for a snack and they passed the plates of toast and crackers to each other. They took turns to play on the trampoline and listened to the child minder when she said it was time to come in. Children's behaviour was very good and they mostly remembered to say 'please' and 'thank you'. We saw that there were house rules that included removing shoes, being kind, helpful and polite, taking turns and sharing. There were also rules about safety on the road and we saw that children were aware of the rules and followed them. For example, they waited for each other to catch up on the way home from school and an older child held hands with a younger child to cross the road.

Children interact very well with each other and with the child minder.

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

Children benefit from a range of activities to support their development.

We saw children enjoying self-directed play, which supported decision making, coordination and social skills. Children told us they enjoyed coming to the child minder and they liked the toys and activities and they engaged well in the activities they chose. Children smiled and laughed as they played. They said that they enjoyed playing with their friends after school; colouring and crafts; going to the playing fields on their scooters; playing ball games; and they all loved the trampoline in the garden. On the walk home from school, children were eager to explain to us the rules of stopping at the kerb and waiting. One child happily talked about plants, colours and the weather.

Children thoroughly enjoy their play and learning experiences.

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

Children have good opportunities to learn and become independent.

There was a good range of toys, resources and activities, arranged so that children could help themselves. Children were developing their skills as they took part in a wide range of activities such as crafts, board games, puzzles, electronic learning games, role play and physical activities outdoors. We heard children count and describe vegetables and fruit as they played a make believe game of shop in the play house. Children used the toilet independently and washed their hands afterwards as well as after playing outdoors and before eating. We saw children taking off their coats and shoes as they came in and putting them on to go out. We saw that older children supported the younger ones by holding

hands on the road. Children knew about road safety and one explained that *“the little ones have to hold hands”* and they had to *“always wait at the kerb”*.

Children are developing very well and are becoming independent.

2. Care and Development

Summary

The child minder is caring, motivated and responsive to children's needs. She is effective in keeping children safe and promotes good health. She manages behaviour very well. She knows the children's needs and preferences and provides a good range of activities to help them to learn and develop.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a good understanding of her role and responsibilities in relation to child protection and she keeps children safe and healthy with regular physical activities.

The child minder keeps up to date with child protection, paediatric first aid and food hygiene training and it was clear from our discussion that she knew the procedures for recording and reporting concerns. We discussed the Prevent Duty, which relates to protecting children from radicalisation and the child minder agreed to research this subject and include the information in her policy file. The child minder has relevant policies and procedures to keep children safe and healthy. For example she allowed only parents or named persons to collect the children. The child minder promotes a healthy lifestyle by encouraging children to eat healthy snacks; to drink plenty of water; and to engage in physical activities outdoors. We saw that the child minder had clear sight of all children as they walked along a safe route home from school and when they played outside. Children knew and obeyed the rules for road safety to *"hold hands"*, *"don't run"* and *"wait at the kerb"*. We saw that a younger child held hands with an older child; all the children waited for the child minder; and they made sure it was safe before they crossed the roads. We heard the child minder remind children to wash hands before eating and after using the toilet. There were suitable procedures and a form for recording any medication administered to children; none of the children had health needs or required medication. The child minder told us that none of the children who attended her service had allergies or special dietary requirements; but this was not recorded in children's records.

The child minder is effective in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a very good role model and helps children understand the importance of sharing and being kind to each other.

The child minder was relaxed and listened to the children, giving them plenty of time to express themselves, which created a positive environment where children were comfortable to chat, talk about their feelings and ask questions. There were house rules that included sitting at the table to eat; respect; good manners and sharing. We saw that children knew the rules and mostly abided by them.

The child minder set a good example by always asking politely and thanking the children when they were helpful. We saw that the child minder was firm when necessary and spoke calmly and clearly so that children understood what was not acceptable. We saw that she respected the children and spoke to them as equals. She explained the reasons for things clearly and was consistent and very fair. We saw that children had very caring relationships with the child minder and each other.

The child minder manages behaviour consistently and effectively.

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

The child minder creates a nurturing atmosphere which promotes children's well-being.

The child minder was caring and affectionate to the children in her care and was responsive to their needs and preferences. To meet individual needs, the child minder had given questionnaires to parents and children asking about their likes, dislikes and activities they would like. There was a good range of age appropriate toys and resources and children told us that they liked everything that was available. Children told us that they particularly enjoyed an electronic memory and coordination game that four of them could play together; the play house; the trampoline and playing in the fields nearby. We saw that the child minder chatted with the children and encouraged them to think about road safety on the way from school. The child minder told us that the children were learning Welsh in school and that they sometimes discussed what went on and used incidental Welsh for numbers and colours and sang Welsh songs. Children told us they sang happy birthday to each other in Welsh and English and we saw some Welsh books.

The child minder promotes children's play, learning and all round development well.

3. Environment

Summary

The child minder ensures that the environment is safe and offers a good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are good quality and suitable for the needs and age range of the children.

Our findings

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

The child minder ensures that children are cared for in a safe, clean and secure environment.

The child minder has clear policies relating to health and safety. When we arrived, the child minder asked us to show proof of identity and to sign a visitor record. We saw that, since the last inspection, she had written risk assessments for all aspects of her service and she had reviewed them regularly. The child minder carried out daily checks for each room, toys, equipment and the outdoor area, to keep children as safe as possible and ensure that any risks were noted and addressed. There had been no significant accidents or incidents since the last inspection. We saw that external doors were kept locked and there was a safety catch on the kitchen cupboard containing cleaning materials. We saw records of annual tests for the heating system, monthly smoke alarm checks and fire drills. There was a first aid kit and fire blanket ready to hand. The child minder had undertaken food safety training and we saw good hygiene practice at snack time and when children used the toilet. Children used paper towels to prevent any cross infection. All areas, equipment, furniture and toys were very clean and in good condition. The garden play area is secure and on two levels. Children have free access to a level area and they told us that they are always supervised to use the upper decked area.

The child minder keeps the environment very clean and safe.

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

The child minder provides a welcoming and stimulating environment that is well maintained.

The premises and outside areas provide a rich environment for play, learning and relaxation; and sufficient space for a good range of activities to suit the age range. Children have access to the ground floor of the house, including a play room, lounge, kitchen/dining room, downstairs cloakroom and the enclosed garden at the back of the house. Toys and resources were stored at low level in the playroom to encourage choice and independence. We saw children access toys, craft and drawing materials; drinks; the toilet and the garden independently. The lounge was used for quieter activities or relaxation and we saw an older

child using this area after school. The garden provided a good sized enclosed outdoor play area with Astroturf on the lower level.

The child minder creates a stimulating environment that is very suitable for children to play, explore, learn and grow.

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

The child minder provides a range of good quality resources.

We saw a good range of age appropriate play and learning resources, indoors and outdoors. The child minder made sure resources were available in sufficient quantity to ensure children had choice and could play together or independently. During our visit, children played with a variety of toys and equipment which promoted their all-round development. The toys and equipment were clean and in very good condition and we saw that the child minder had systems in place to check and replace toys and equipment that were no longer suitable or in good working order. The child minder told us that she routinely celebrated events such as cultural events and saints' days through the year. There were Welsh books available but we did not see many materials or resources that would give children opportunities to explore, value, and acknowledge similarities and differences; to understand diversity or that they were part of a multi-racial society.

The child minder ensures that there is a good range of resources and equipment available to enhance children's experiences and development.

4. Leadership and Management

Summary

The child minder is organised and provides clear information about her service. She is very motivated and regularly reviews the quality of the service she provides using feedback from children and parents. Parents and children benefit from a flexible service which overall is suitably run and managed. We recommended minor changes and additions to some of the policies and to record keeping.

Our findings

4.1 How effective is leadership?

The child minder aims to comply with the regulations and the national minimum standards to ensure she runs her service well.

We saw that the child minder had a copy of the National Minimum Standards for Regulated Childcare for children up to the age of 12 years (NMS) and used them to guide her practice. The child minder's policies and procedures were very easy to understand and focused on children's needs and well-being. The child minder had addressed issues raised in the last inspection and she evidenced the ways her service had developed since registration. At the time of this inspection, the child minder was only providing a service, before and after school, to seven children aged six to 12 years. The statement of purpose was up to date and provided an accurate description of the service. We saw that parents had signed their contracts; various permission forms and they had signed to indicate that they were aware of the policies and procedures. We looked at three children's files and saw that they contained most of the required information about the children. However, there were gaps in the records including the language spoken at home, religion, allergies and diet needs. The child minder did not have any information about the Prevent Duty (which relates to anti-terrorism and radicalisation) and we discussed how this related to her work. Although the complaints policy and procedure met NMS 19, it did not meet all the requirements of the regulations as there was no information about concurrent investigations. We saw that the child minder had not updated the name of the regulator to Care Inspectorate Wales (CIW) in some policy documents.

Overall leadership is satisfactory.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a system for reviewing the service she provides and planning for improvements and she values feedback from children and parents.

There was an annual report on the quality of the service for 2017, which summarised children's and parents' responses to questionnaires, outlined the achievements over the

previous year and included plans for the future. The feedback from parents and children was all very positive; they were very happy with the service and activities on offer. Children told us that the child minder always asked them what they wanted to do each day and if there were any changes they would like and we saw that she listened to them. For example on the day of the inspection, children chose where to play before snack and then asked if they could go to the field to play and this was agreed.

The child minder has satisfactory systems for evaluating the quality of the service and making improvements.

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

The child minder organises her business well.

She was able to locate all the records and documents we requested for inspection very promptly. Records were up to date and in good order. The child minder kept clear records of health and safety checks, business insurance and her training; and she ensured that they were all updated when required. The child minder's training in food hygiene; child protection and paediatric first aid were up to date. There were records of children's attendance, which evidenced that the child minder worked within her conditions of registration, which allows her to care for a maximum of five children including her own child. The child minder has suitable contingency plans in the event of an emergency; and she gives parents ample notice of arrangements such as annual leave. There were current Disclosure and Barring Service (DBS) checks for the child minder and her husband.

The child minder has effective systems in place to ensure a reliable service to parents.

4.4 How effective are partnerships?

The child minder works very closely with parents.

The child minder has very good relationships with parents and keeps them well informed through emails and texts; and a secure internet website. The child minder is registered with the information commissioner's office and ensures that records and information are stored and shared securely. We saw from feedback to the child minder that parents were very happy with the service. Parents also told us that they received regular updates about the service, their children's activities that day and any issues. One described how the child minder had reassured them by sending photos of their child to show that they had settled in. Parents told us that the child minder always kept them informed of any messages from school and described her as '*flexible*', '*open and friendly*', '*helpful*' and '*brilliant*'. Parents' comments included, "*(My child) is always excited to go to Lisa's*", "*Both my children and I are content with the service Lisa provides, she makes the children feel at home and they are happy to go there*", "*I am extremely happy*" and "*I would be lost without her*".

The child minder has developed effective partnerships which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

At the previous inspection, we notified the child minder she was not compliant with regulations relating to:

- **The Statement of Purpose: Regulation 15(4)(a)** – because this had not been reviewed and updated to reflect changes. The child minder sent an updated statement of purpose to CIW after the inspection. We saw the statement of purpose for 2018 was compliant with the regulations.
- **Fire Precautions: Regulation 38(1)(e)** - because the child minder had not conducted fire drills with the children in her care. We saw records that fire drills had taken place on a regular basis since the last inspection. The requirement has been met and the service was compliant.
- **Hazards and Safety: Regulation 25 (c)** – because the child minder had not carried out risk assessments for the premises. We saw detailed risk assessments for the premises and outdoor areas. The service was compliant.

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

- Become familiar with the responsibilities of child minders in relation to the 'Prevent Duty';
- ensure that parents fully complete child record forms, to highlight any additional needs including the children's language at home, diet, allergies and anything else the child minder should know;
- develop materials and resources to promote positive role images, diversity and a multi-cultural society;
- review the complaints policy and procedure to ensure it includes details of concurrent investigations and the correct the name for CIW;
- further develop the quality of care review by including examples of how you have acted on feedback from children and addressed issues raised by CIW; and
- ensure that the correct name for Care Inspectorate Wales and the correct telephone number is on policies and procedures when they are next reviewed.

6. How we undertook this inspection

This was a full inspection, looking at all aspects of the service, undertaken as part of our normal schedule of inspections.

We used the following methods:

- we looked at the last inspection report and self-assessment documents completed by the child minder;
- one inspector visited on 5 October 2018, for approximately 5 hours, from before lunch until after teatime;
- we spoke to four children, two parents and the child minder;
- we viewed the parts of the premises used for child minding;
- we observed children and the child minder in the home and while walking home from school;
- we looked at a range of records and documents including contracts, the statement of purpose, daily diary, children's records, records of attendance, risk assessments, accident records, training records, policies and procedures and the quality of care review report for 2017;
- we read through comments made in feedback questionnaires from parents and children given to the child minder;
- we spoke with the child minder about how she ran the service and her plans for the future; and
- we gave feedback on our findings to the child minder after the inspection.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Lisa Cartwright
Registered maximum number of places	5
Age range of children	6 -12 years
Opening hours	7.30am – 5pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 December 2015
Dates of this inspection visit(s)	5 October 2018
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?	No - this is a service that does not provide an 'Active Offer' of the Welsh language. It does not routinely anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words ... follow-on strategic framework for Welsh language in social care'.
Additional Information: The child minder spoke some incidental Welsh and there were Welsh books available.	