

Childcare Inspection Report on

Sally Donovan

Cardiff



Date Inspection Completed

17/06/2019

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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 was registered with Care Inspectorate Wales (CIW) in October 2015. She provides home based child care for up to five children under eight years old. She operates from Monday to Friday providing a flexible service to meet the needs of families including school holidays. She lives in Cardiff and provides an English language service with a little Welsh used within activities.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

The child minder provides a good, consistent, caring and cheerful 'home from home' service. She gives children plenty of choice in their activities and encourages them to share their views and do things for themselves. Children are happy and enjoy their time with her; she knows the children well and affection is freely given. She ensures they have fun with her while promoting their play, learning and development and children benefit from a healthy lifestyle. The child minder provides a safe and child friendly environment and children have access to a good range of experiences and resources. She keeps her training up to date and undertakes wider learning opportunities for her professional development. She keeps and uses an effective range of policies and procedures to support her business.

2. Improvements

The child minder implemented the recommendations made at the last inspection. These were about improving some record keeping and paperwork. The child minder now offers the Welsh Government's 30 hours free child care to families.

3. Requirements and recommendations

We made some recommendations to develop the service and improve outcomes for children. These included some minor revision to paperwork noted within this report.

1. Well-being

Good

Summary

Children's views are valued by the child minder and they have lots of free choice in their play. They are made to feel welcome and at home and have formed good relationships with her. They are able to develop their self-help skills and undertake activities which build their confidence and self-esteem. Children enjoy a variety of activities both at the child minder's home and on outings in the wider community during school holidays.

Our findings

Children can make choices and they are encouraged to express their views. We saw children choosing toys and developing their own games with them. A younger child started singing 'Row, row your boat' within their play and this was taken up by the child minder as well, reinforcing their developing language skills. Older children were talkative, confidently showing us their hand print picture and telling us about their recent birthday cake. A younger child showed us a cat picture, saying "*Meeiow*".

Children make themselves very much at home. They were settled and relaxed in their care because the child minder knows them well and has developed good bonds of affection with them. A younger child settled very quickly to play after waking up from a nap. Children all received warm close attention and were frequently praised for their efforts. They snuggled comfortably with the child minder and enjoyed their story time together.

Children enjoy each other's company and we observed them learning to share and help others. We saw a child help another spoon dried lentils into trucks, extending their game. They also played separately, following their imagination and holding 'private conversations'.

Children enjoy a good range of play and learning experiences with the child minder who recognises the importance of children's play opportunities for their overall development. We observed lots of incidental learning such as counting, new words like '*big mane*' of a lion and about 'bigger and smaller' in the focused activity about jungle animals. Children learn implicitly through lots of songs and rhymes which feature throughout their care, such as "*This is the way we wash our hands before we have our snack*".

Children are familiar with their surroundings and know where things are, aiding their independence in play. They are learning to manage their own personal needs and to develop concentration skills in focused activities with appropriate support from the child minder. This is in line with their individual stage of development. Children are encouraged to work things out for themselves, such as during their story when they were asked "*What do you think should they do now?*"

2. Care and Development

Good

Summary

The child minder uses her experience caring for children and knowledge gained via training to inform her practice while applying a 'family style' approach to her service. The child minder is able to identify children at risk, treats them with warmth and respect and has realistic expectations of them. Good routines for hygiene and safety are carried out. The child minder is aware of how children in her care are developing and is able to plan for their individual needs effectively. She provides activities that she knows the children will engage with and will promote their learning and development.

Our findings

Children benefit from good procedures that the child minder uses to keep children safe and healthy. She is able to identify children at risk and has the confidence to follow appropriate safeguarding procedures. The child minder maintains Paediatric First Aid training and renews the Disclosure and Barring Service Certificates for herself and her husband as necessary. She is registered with the local authority in terms of safe food provision. The child minder provides breakfasts, snacks and drinks for children, while their parents provide the lunch. Children benefit from a healthy eating approach which takes account of any individual dietary requirements. Drinks of milk or water were available to children at all times. Effective accident, incident and medication recording systems are all in place. The child minder was clear about what action to take in the event of an emergency and maintains relevant insurances and an annual gas safety certificate for her home. We saw best practice in place for nappy changing arrangements.

The child minder is cheerful and clear with children, gently explaining next steps as needed. She described her weekly routine which includes child-led free play opportunities at home and sociable experiences in the local community. These include meeting another child minder, visits to toddler play sessions and the local library and the community garden. During school holidays trips further afield are planned to places such as the Cardiff Museum, Willow Brook Farm and Mountain View Ranch. Children have lots of opportunities to being outside including some walking to and from nursery and local parks as well as playing in the garden. The child minder keeps individual care diary sheets for younger children which are shared with parents daily. She records observations of their progress and development and uses them to plan for their next steps in play and learning. She plans activities on an annual, seasonal and fortnightly basis which meet the outcomes of the Foundation Phase, the Education Framework in Wales.

3. Environment

Good

Summary

The child minder maintains good systems and routines to ensure that her home is clean, safe, secure and child friendly. Children are given a good range of resources and experiences that support and enhance their learning and development. The child minder provides an environment in which children can learn, play and relax safely and takes steps to minimise risks to children, while enabling them to develop their independence.

Our findings

Children benefit from care in a clean, safe and secure environment. The child minder carries out a daily visual risk assessment throughout the play space. This is in addition to the comprehensive and effective set of risk assessments, including fire safety. We were told that planned regular deep cleaning of the premises and resources takes place. We saw the first aid kit and fire blanket available in the kitchen. Clean, hygienically maintained toilet and hand wash facilities are off the play space, which older children can use independently. There are appropriate arrangements in place to maintain confidentiality within the service which is registered with the Information Commissioner's Office (ICO). There is an e-safety policy and procedure which covers children's access to, and use of, the internet and computer games, although it does not cover the use of children's own mobile phones. All parental consents are in place for children who may attend community group sessions and any outings with the child minder.

The child minder's home is welcoming and warm. It is furnished comfortably and enables children to relax, play and do many things for themselves. The main play spaces are a playroom and open plan kitchen and dining area, where children also do their craft activities. The large garden provides opportunities for more challenging outdoor and messy play and ride on wheeled toys. Babies' sleeps are usually in a lie back pushchair on the ground floor but may be in a travel cot upstairs. We found that the emergency evacuation procedure does not take account of an emergency when a child may be sleeping upstairs while others are playing on the ground floor.

We saw children helping themselves to toys and resources such as vehicles, construction toys, books, small world and home corner and role play equipment. The Welsh language is introduced and used within some activities and books. The child minder told us she replaces and renews resources when needed, or as a result of her service review.

4. Leadership and Management

Good

Summary

The child minder runs her service so that it meets the National Minimum Standards for Regulated Child Care (NMS) and relevant regulations. She has several years' practical experience and seeks out additional training opportunities to ensure that outcomes for children are positive. She provides a comprehensive annual review of her service.

Our findings

The child minder is organised and keeps her paperwork in a clear and accessible system. Parents are given all the information they need to make a choice about using the service. We looked at the child minder's policies and procedures and found that there was no complaints procedure for children to use, although currently she cares only for children under the age of eight years. The safeguarding policy and procedure does not refer to the relevant documents noted in National Minimum Standards for Regulated Childcare 20.2.

Children's outcomes are enhanced because the child minder takes a reflective approach to running her service, completing an annual review. The child minder asks for contributions from parents although those from children are not included in the formal review. Parents' comments indicated earlier this year that they are very happy with the service and made no suggestions for improvement. The child minder has increased her knowledge and understanding of child care by undertaking a good amount of additional training such as 'understanding working with children within the Foundation Phase'; schemas; supporting children's well-being; speech, language and communications; creative storytelling and 'bringing the outdoors in'.

Parents are given verbal and written information about their child's activities, food and personal care during the day and the child minder works closely with them to ensure their children's needs are met. She keeps individual photo albums of each child enjoying their activities. Discussion with her showed that she knows the children and their families well and she is currently caring for children who have been with her a number of years. The child minder described appropriate settling in processes designed to meet each family's needs. We observed a chatty and relaxed hand over to parents at the end of the day, when a child happily told their parent what they had been doing. We spoke to parents who said they were very happy with the care their child receives with comments such as "Great. Always happy" and "Sally is always open to my thoughts, giving me a debrief [at collection]. Going back to work is a really big deal and transition has been really easy."

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations:

- ensure the safeguarding policy and procedure refers to the documents noted in NMS 20.2 and reflects the Prevent Duty;
- revise the written evacuation plan to include the procedure used in the event of an emergency when children may be being cared for on two floors or revise and document sleeping arrangements for children;
- if older children are cared for, develop a complaints procedure for them to use;
- include the management of children's own mobile phones in the e-safety policy and procedure; and
- consider how best to include children's views in the annual review of service.

6. How we undertook this inspection

This inspection was announced at very short notice and undertaken as part of our normal schedule of inspections. The inspector visited the service for approximately four and a half hours. We gave feedback of our findings to the child minder at the end of the visit. There were two children under eight years of age present during the inspection. Evidence for the report was gathered using the following methodology:

- We looked at the range of paperwork the child minder keeps about her service – including policies and procedures, risk assessments, contracts, children’s records, accident records and safety certificates;
- we observed the children interacting with the child minder and choosing their activities;
- we spoke with children and their parents; and
- we spoke with the child minder about how she runs her service and her plans for the future.

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	Sally Donovan
Registered maximum number of places	5
Age range of children	Under eight years of age
Opening hours	08.00 – 17.00 five days a week including school holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 October 2016
Dates of this inspection visit	17 June 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 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. 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: none	

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