



Childcare Inspection Report on

Hannah Roberts

Bodorgan

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

20/05/2019

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

Hannah Roberts is a child minder who provides care from her home in Bethel, Bodorgan, Anglesey and is registered to care for a maximum of 10 children under 12 years of age. The service is open from 08.00– 18.00 hours, Monday to Friday. The child minder does not provide the 'Active Offer' of the Welsh language. The child minder speaks mainly English but understands and speaks some Welsh.

Summary

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

1. Overall assessment

Children enjoy their time with the child minder and they are happy and settled. The child minder is experienced in the field of early years and provides children with a range of activities to promote their play and learning. The environment is welcoming to children and they have a good range of age appropriate resources to extend their play and learning. The child minder generally understands her role and responsibilities and has positive relationships with parents. However, some improvement is needed to fully comply with regulation and standards.

2. Improvements

Since the child minder's last inspection she has moved house, re-commencing child minding in March 2019. The child minder has made the following improvements since this inspection which she confirmed both through photographic evidence and in writing;

- The child protection policy has been updated with more detail and fire drill records are being kept;
- the risk assessment now includes the procedures in place in order to ensure the garden is clean;
- the nappy change policy now reflects current guidance on managing cross infection;
- safety measures have been put in place to ensure the front door is locked and the key kept out of reach, the garden has been secured, safety locks have been placed on kitchen cupboards to prevent children having access to the cleaning materials, plastic bags are kept out of reach, and
- accurate daily records of attendance are being kept.

3. Requirements and recommendations

We found the service did not meet legal requirements relating to children's health and safety and keeping accurate records of daily attendance. However, these matters have since been addressed.

Recommendations made to improve practices were in relation to care and development and the environment.

1. Well-being

Good

Summary

Children are able to express their needs and make their own choices. They are happy and have good interactions with the child minder and each other. Children are settled and enjoy their activities and learn different skills through play.

Our findings

Children had choice of which activities they wanted to participate in as they could easily access what they wanted to do. For example, they wanted to play a table top game which was brought out straight away. Children expressed themselves confidently and knew what they had to say was understood and respected as when a child said they did not want something to eat at tea time, the child's choice was listened to.

Children were settled and happy; as soon as they arrived after back after collecting children from school, they sat at the kitchen table for their tea. Children enjoyed playing alongside the child minder's children and sat comfortably next to them on the settee, showing they were forming friendships. They had established close relationships with the child minder as when they needed comforting, children naturally approached her for reassurance before happily re-joining their friends at play.

Children were polite and practiced good manners, saying please and thank you without being prompted. They were happy to take turns at play and respected each other's choices, for example when deciding which dressing up clothes they wanted to wear. The child who chose the Spiderman outfit proudly turned to the child minder's daughter saying 'look at me' and smiled when she answered 'it's cool'. Children listened to instruction well and, when asked, helped tidy up.

Children engaged well in play based activities with all of them smiling as they played. They particularly enjoyed the 'shopping basket' game and eagerly tried to find the cards to match their shopping basket list. Children practiced their pedalling and balancing skills outdoors and the challenge of being able to successfully ride their wheeled toys down a slight incline in the garden. We looked at photos taken of the children enjoying different activities, such as baking, painting and going for walks in the forest.

Children were successfully learning skills of independence, using the toilet when they wanted and washing their hands. They used their imagination, making up stories as they played and had opportunities to keep physically fit by spending time outside in the fresh air. They generally learned how to stay healthy through eating home cooked food, fruit and drinking water. Children had lots of opportunities for language acquisition with the child minder having many conversations with them, and children responding positively.

2. Care and Development

Good

The child minder has close relationships with the children and knows them well. She generally ensures children are kept safe and promotes healthy lifestyles. The child minder provides a range of activities and meets children's individual needs. She encourages positive interactions and is a good role model.

Our findings

The child minder knew what to do should she have a concern relating to safeguarding children; she understood the procedures to be taken and had completed a child protection course. The child minder held a current Paediatric First Aid qualification enabling her to administer emergency first aid and had an appropriate medication policy. The child minder started caring for children at the beginning of March and told us she had practiced one fire drill to date but this had not been recorded. There had been no cause to record accidents or incidents but the child minder had the necessary record book to capture such events in writing. She needed to make a minor change to the nappy change policy in order to fully meet with Public Health Wales' guidance on Infection Prevention and Control in Childcare settings. Although the child minder provided home cooked food and water to drink, snacks such as a plain biscuit at tea time did not meet with the Welsh Government's Food and nutrition for childcare providers guidance.

The child minder promoted acceptable behaviour and treated children with respect. She celebrated children's achievements and thanked them for helping. The child minder was a good role model, she spoke to children in a language they understood. The child minder was consistent in her approach for managing positive interactions so children were clear about the rules of behaviour. For example, she encouraged all of the children to take turns and be kind towards each other.

The child minder planned varied play and learning activities suiting the children's ages and stages of development, both inside and outdoors. For example, we saw photographs of pebbles children had collected and painted to form bright yellow Easter chicks. There was lots of happy chatter and smiles as the child minder joined in with the children's table top game, which they all fully enjoyed. The child minder kept a written account of each child's time with her in a daily diary. This was taken home for parents to read and add any important information they felt needed to be shared with the child minder. This worked well as, alongside conversations held with parents, she was kept fully aware of the child's well being and could schedule her day to cater for their needs. The child minder made sure activities promoted children's play and learning and told us these were planned in accordance with what children wanted to do. The child minder told us it was her intention to create individual scrap books of the children's time in her care to give to parents at the end of the year. However, the child minder could improve outcomes for children by tracking their progress and using the information to plan for their next steps in their play and learning.

3. Environment

Adequate

Summary

Children are provided with a welcoming and generally clean, safe and secure environment. The child minder provides a selection of resources which promote children's play and learning. The layout of resources promotes children's independence.

Our findings

The child minder had devised a written risk assessment and generally addressed the matters discussed with her during her registration visit; before she commenced child minding in March. The front door was locked but the key had not been removed out of children's reach, meaning a child could potentially gain access to the front garden and the main road beyond. The outdoor play area was in the main secure but it could be possible for children to exit the premises through the two small gaps in the new wooden fencing and also over the wall at the end of the garden. Child safety locks had been fitted to cupboards in the kitchen but the one under the sink was not secure, meaning children could access cleaning products.

The child minder generally provided a clean and suitable environment for children to play and learn. Care was provided on one level indoors and a large garden to the rear of the premises. All areas gave children lots of space to move around and be active. The environment promoted children's independence as the bathroom was easily accessed for them to wash their hands, especially after playing outdoors. Nearly all areas used by children were clean and well maintained. The child minder told us the family dog would be having her own fenced in area outdoors but at this time, the dog was using the whole garden for both exercise and at times as a toilet. This practice could affect children's health and the child minder should improve her infection control procedures to ensure any potential harm to children is managed and where possible eliminated.

The child minder provided clean and well maintained resources which suited the children's ages and stages of development. She gave children choice as to what they wanted to play with and also rotated toys and equipment in order to maintain their interest. Comfortable and homely furniture ensured children could relax and they all sat together to eat their tea and play a game at the kitchen table. The child minder incorporated activities to promote children's creativity, for example finger painting daffodils, using buttons to decorate a card for their mother and using their arm and hand as a shape to create trees.

4. Leadership and Management

Good

Summary

The child minder has a clear vision and aims to provide parents and their children with a service suiting their needs. The child minder manages resources well but needs to ensure accurate records of attendance are kept as required by regulation. The child minder makes improvements for the benefit of the children and has positive partnerships with parents.

Our findings

Overall, the child minder has established systems in place to manage the service.

The child minder's statement of purpose provided parents with the information they needed in order to decide whether the service suited their and their child's needs. The child minder maintained most of the required records, such as information relating to children but needed to improve her daily attendance records to fully comply with regulation. The child minder had devised policies and procedures relating to the care she provided and kept all information about her service safe to maintain confidentiality for parents and their children.

The child minder made improvements for the children's benefit. For example, prior to commencing child minding in March, she had addressed some of the safety issues following her registration visit. One of these improvements included a visit from a fire officer to advise on fire safety within the home. The child minder understood the need to complete a quality of care review and a written report within a year of her commencing and for this to encompass the whole service; improvements to date, those planned for the future and feedback from both parents and their children.

The child minder managed resources appropriately. She had attended and successfully completed paediatric first aid, General Data Protection Regulation (GDPR) and child protection courses showing she kept abreast of current practices in order to improve her care of children. The child minder ensured both herself and one other person aged over 16 years held current Disclosure and Barring Service (DBS) certificates.

The child minder had established positive partnerships with parents making sure they were kept informed about their child's well-being, both verbally and in writing.

Parents also provided her with written and verbal information about their child before their child started, meaning the child minder knew the children's dislikes, preferences and daily routine. The child minder took children on local walks, which helped to extend their knowledge of the world around them and enabled them to feel part of the community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance from this inspection

The two non compliance matters discussed at inspection have since been addressed.

Recommendations for improvement

The child minder could consider;

- Keep development records for children aged under 8 years and record her observations of children's progress in order to plan for their future play and learning;
- follow Public Health Wales' Infection Prevention and Control guidance and the Welsh Government's Food and nutrition for childcare providers guidance, and
- keep written records of fire drills and smoke alarm tests.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 20 May 2019 from 14.45 – 17.37 hours.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care received;
- spoke to the child minder and children;
- inspected the areas used by children and the resources;
- considered the registration report following the child minder moving to new premises, and
- gave feedback of our findings to the child minder.

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 | Hannah Roberts |
| Registered maximum number of places | 10 |
| Age range of children | 3 months to 12 years |
| Opening hours | 08.00 – 18.00 hours, Monday to Friday |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 22 February 2016 |
| Dates of this inspection visit | 20 May 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? | No 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 ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '. |
| Additional Information: | |

Date Published 19/07/2019