



Childcare Inspection Report on

Kate Bridgewater

Pontypool



Date of Publication

27 November 2018

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Description of the service

Kate Bridgewater has been a registered child minder since December 2015. She is registered to care for four children from birth to 12 years. The child minder provides care from her detached home in Griffithstown a small village outside Pontypool. The service provided is mainly in English with occasional Welsh. The service operates from 7.30am until 6.30pm Monday to Friday.

Summary of our findings

1. Overall assessment

The child minder offers a warm, comfortable environment for children to have fun, learn and develop. The children have a warm and comfortable relationship with the child minder who offers consistent and safe care. Parents and children benefit from a reliable and well managed service which places children needs first and foremost. She plans ahead according to the needs of children in her care in order to provide the best possible opportunities and experiences. The child minder told us that she spends most of her minding time with the children at outdoor activities or visiting local child friendly venues. She is well organised and efficient in the management of her business.

2. Improvements

None noted at this inspection

3. Requirements and recommendations

We found the service was not compliant with the following regulations;

Regulation 15 (1) - The registered persons must ensure they have compiled a statement of purpose containing all the required information.

Regulation 24(1) b - The child minders paediatric first aid certificate was out of date.

Regulation 16(1) a - A quality of care report had not been completed.

We have not issued a notice of non-compliance notices on this occasion as we did not find that these matters had a negative impact on the well being of the children. These matters must be addressed.

1. Well-being

Summary

Children have positive experiences with child minder. Play and learning opportunities are varied and stimulating and maintain children's interest. Children are comfortable, settled and receive responsive care within the child minders home. Their individual needs are met and they are confident and independent in line with their age and stage of development.

Our findings

1.1 To what extent do children have a voice?

Children are able to express their views and opinions and their wishes are taken into account. Children were happy to choose their own toys or games and enjoyed their free time play. Children were happy to listen to the child minder's suggestions when they were ready to move on to a new toy or game. The children chose their favourites, which included Buzz Lightening, Aurora, and the farm yard.

Children's voices are heard and they are encouraged to make their wishes known.

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

Children were happy to be collected from nursery and immediately ran to the child minder for a cuddle before talking about the morning at school. Children happily held hands with the child minder when crossing the road, following gentle reminders from the child minder about safety. They received praise in Welsh and English. Children moved confidently around the play room and responded with smiles and spontaneous hugs when they were given praise for remembering manners or taking turns. Children played happily together or alone until their lunchtime snack.

Children feel safe happy and valued.

1.3 How well do children interact?

Children like to interact and are able to express themselves.

Children behaved very well during the inspection and played together. We saw them chatting in their own way amongst themselves, and with the child minder. They were kind and thoughtful to each other. Children said please, thank you with a gentle prompt and showed consideration when taking turns or sharing an activity. Children were very happy to see the child minder's husband and were confident and pleased when he made time for them.

Children are learning how to behave with each other and adults and their interaction is appropriate for their age and development.

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

Children enjoy a variety of activities, which sustain their interest and are appropriate to their ages. The child minder visited soft play, different toddler groups or the park, on a weekly basis. Children nodded and smiled when she asked them if they liked these activities. Children said that they enjoy painting, colouring and singing in both Welsh and English, and when asked they confirmed that playing football in the garden, with the child minders husband, was the best activity.

Children enjoy their play and learning.

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

Children are becoming more independent, learning and developing new skills. Children feed themselves and drink out of their individual bottles. They used the toilet, and washed and dried their hands, with minimal help. Children enjoyed tidying up the toys and knew where everything was kept. They put on their coats and sometimes shoes and clearly enjoyed taking time to develop these skills. The child minder was keen to encourage the children to try new experiences and gave praise when they completed a puzzle or built a tower

Children are encouraged to learn develop and become independent at the child minders.

2. Care and Development

Summary

The child minder implements policies and procedures that have children's well-being at the centre. She reviews her policies annually and reminds parents that they are able to view her policies and procedures at any time.

Our findings

2.1 How well do practitioners keep children safe and healthy

The child minder follows good hygiene practises and ensures that children wash and dry their hands before and after food or messy play. Nappy changing facilities are discreet and meet requirements. Parents provide food and drinks. Children have the choice of water, or milk, which is offered throughout the day. The information collected before the children are cared for by the child minder is thorough and informative and includes children's likes and dislikes. The child minder takes note of parental preferences and she gives daily feedback on the success or failure of the food provided. The child minder talked through her safeguarding policy and was clear about her role and responsibilities. Children are taken out on walks and trips, and regularly play in the garden to benefit from fresh air and activity. All parental consents were up to date and signed.

The child minder is competent and efficient at keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder works in line with her behaviour management policy, which is clear and outlines the strategies she uses to support children in managing their behaviour. Children reacted positively to her and were affectionate and kind to each other. The child minder was calm and reassuring in her interactions with the children, and supported and acknowledged good behaviour. She praised children for sharing or being kind to each other as well as for good manners and learning new skills.

The child minder manages interactions well.

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

The child minder understands children's needs and promotes their play and learning in a nurturing and caring environment. The child minder provides daily feedback to parents on the children's experiences either at home or out and about. The child minder told us she planned to provide more formal feedback to parents to include developmental progress and achievements. The child minder was aware of the foundation phase and applied the principles through her planned activities. The child minder was responsive calm and showed genuine affection for the children who reacted with smiles and enjoyed their

cuddles. Children learned to socialize on their outings to the library, park or parent and toddler groups as well as being able to run and play outside in a safe environment.

The child minder meets children's needs effectively and with genuine care. She promotes their play and learning.

3. Environment

Summary

The child minder's home is spacious, well maintained and comfortable. Children are able to move around downstairs between the play area and dining room/kitchen. There is a large, well-maintained garden, which is enclosed and safe. Children are supervised to use the bathroom, unless old enough to be independent.

Our findings

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

The child minder is rigorous in carrying out risk assessments and ensuring the environment is safe. The house was clean and well maintained. Regular safety checks and risk assessments are completed. The doors were locked, and a visitor's book was available to sign. A fire blanket was accessible and the child minder carried out fire drills with children, and explained their purpose to younger children. The garden is secure and well maintained and children played safely to play outside with supervision.

The child minder ensures systems are in place to promote children's safety.

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

The environment provides space and opportunity for children to enjoy play and learning, both inside and out. There was suitable furniture for all ages and children were able to access toys and equipment easily from the box in the play room and the shelves and storage unit in the utility area which included books puzzles art and crafts materials as well as a variety of toys, building blocks and smaller push along toys. The large garden housed a variety of toys, football nets, outdoor games and trikes and bikes for children to enjoy when the weather is good.

The child minder provides an environment that is well resourced and suitable for the children to explore and play.

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

The child minder routinely checks equipment and resources.

The child minder is efficient at regularly going through the toys and equipment for any breakages or signs of wear and tear. Toys for both indoor and outdoor use are of a high quality, clean and well maintained .The child minder buys or replaces toys and equipment

when funds allow and children benefit from good quality toys that are no longer used by her own children.

The child minder maintains quality and variety of both toys and equipment.

4. Leadership and Management

Summary

The child minder is highly motivated to give children the best experience whilst in her care. She clearly enjoys looking after children and forming positive relationships with them and their parents.

Our findings

4.1 How effective is leadership?

The child minder has a statement of purpose that is clear and informative but did not contain the required information parents are offered copies of policies and procedures. Pre-admission information is thorough and gives the child minder a good all-round idea of the children's likes and dislikes, as well as any allergies or medical conditions. Consent forms were signed by parents. We saw permission was in place for emergency medical assistance, administering medication, or for example going on trips to the beach or local places of interest. Contracts were in place and children's individual records were all up to date. We saw that Disclosure and Barring Service (DBS) checks and insurance certificates were current.

Leadership needs to be improved to meet regulatory requirements.

4.2 How effective is self evaluation and planning for improvement?

The child minder does not formally evaluate her service or plan for improvement at the present time.

The child minder had not gathered the views of children and parents, and had not written a quality of care report. She told us that she had ideas for further improvement for her service, but had not taken steps to formalise these plans. The child minder told us in detail about her plans for evaluating her service, and must implement this.

Self evaluation and planning for improvement is ineffective at the time of the inspection.

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

The child minder has an appropriate level of child care experience. The child minder's safeguarding and paediatric first aid certificates were more than three years old. However, she had taken action and booked training in both areas. The child minder demonstrated that she understood her role in relation to safeguarding. The child minder told us she intended to review her own training needs as part of her improvement planning. The child minder ensures she provides care for the appropriate numbers of children as reflected in her daily register. She has strong links with other local child minders and reciprocal

arrangements are in place to deal with emergencies. Up to date Disclosure and Barring Service (DBS) checks were in place.

The child minder needs to improve systems to manage training needs.

4.4 How effective are partnerships?

The child minder identifies children's needs and preferences well and discusses with parents how these will be met. The child minder told us that when a child first starts with her, a child record form is completed by the parents so that she has all the information necessary to be able to provide care to the children and meet their needs. This includes the child's likes and dislikes, routines and development. We saw records for the two minded children which reflected the good practice provided. The child minder gives verbal feedback each day to parents who have told the child minder they are happy with the information they receive.

Partnerships with parents are positive and effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended the following;

Ensure a quality of care report is completed and sent to CIW.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service for approximately four hours. We:

- Observed the children and the care they received;
- reviewed a wide range of records;
- had discussions with the child minder;
- looked at a range of thank you cards and letters and
- viewed all areas in the home registered for children to use.

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	Kate Bridgewater
Registered maximum number of places	4
Age range of children	Birth to 12 years
Opening hours	Monday to Friday 7:30 am to-6:30 pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Thursday 11February 2016
Dates of this inspection visit(s)	14 September 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?	This is a service which does not provide an “Active Offer “of the Welsh Language, it does not anticipate, identify or meet the Welsh Language needs of children who use or intend to use the service. We recommend that the service provider considers the Welsh Government’s “More Than Just Words” strategic guidance for Welsh Language in Social care.
Additional Information: None	