



# Childcare Inspection Report on

**Leanne Roberts**

**Bridgend**



**Date Inspection Completed**

26/06/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

Leanne Roberts was registered as a child minder in May 2016 and operates from her home in Coity, Bridgend. She looks after up to ten children under the age of 12 at any one time. She offers a flexible service including collection and drop off service for Bro Ogwr and Coity primary schools and the options of breakfast and evening meal. The service is open from 7am to 7pm Monday to Friday. English is the main language of the service.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Children are confident and happy and thoroughly enjoy their time with the child minder. They have easy access to a good selection of quality toys, materials and equipment, which encourages them to explore and learn. They benefit from a wide range of play and learning experiences both in the child minder's home and in the many outings she arranges. The child minder manages behaviour in a consistent and positive way, which promotes good relationships. The child minder provides an interesting learning environment that is safe and secure and well maintained. Children and their parents are very happy with the service.

### 2. Improvements

Since the last inspection the child minder has updated her knowledge on Data Protection and has registered with the Information Commissioner's Office.

### 3. Requirements and recommendations

Section five of this report identifies our recommendations to further improve the service. We, Care Inspectorate Wales (CIW) made eight recommendations in relation to children's records, fire drill records, policies and procedures; and for providing resources that promote a multi-cultural and diverse society.

# 1. Well-being

Good

## Summary

Children are very happy and content at the service. They are confident, express themselves well and are able to make decisions. Children feel safe because they have strong attachments to the child minder and they relate well to other children. Children thoroughly enjoy their play and are learning independence skills.

## Our findings

Children express their views and make choices. We saw that children were confident to choose their play; and are confident to speak up and ask questions. We heard children say, "Can we do beads today?" and "I want to draw?" and they helped themselves to the items they needed from the craft drawers near the table. Children ate their lunch and tea at their own pace; they had a choice of healthy options as well as favourite hot meals. Two children were confident to ask us why we were there and were very happy to tell us what activities they enjoyed.

Children feel safe and valued and are very happy. They are very familiar with the play areas, materials, activities and the routines, which give them a sense of security. Children played happily on their own and with others. We saw their art and craft work displayed in the playroom and children smiled when praised for their achievements in beadwork, for their knowledge of different colours and for their skills while making sandwiches for lunch. Children have warm relationships with each other and we saw them hug and smile when they met up. It was clear that the children viewed the child minder and her family as their extended family.

Children are learning to share and co-operate. We saw that they were polite and played well together. Children sat together and took turns to build a large stunt car track; they passed craft materials and took turns to ride scooters. Children's behaviour was very good and they mostly remembered to say 'please' and 'thank you'. We saw they obeyed house rules for kind hands and sharing. We heard a child say, "You can share this chalk board with me". Children sat at the table and chatted to each other and with the child minder and listened to what others had to say.

Children thoroughly enjoy their play and learning experiences. We heard children giggle and laugh; they engaged readily and were very animated as they played. Younger children smiled and nodded when we asked if they enjoyed coming to the child minder and told us they liked the toys and activities.

Children have good opportunities to learn and become independent. For example, placing small beads onto a board and drawing helped develop their fine motor skills and riding bikes and scooters supported physical coordination. Children had good language skills and communicated well. We heard children count, describe feelings, name animals and use Welsh words for numbers and colours. Most children went to the toilet on their own and they washed their hands before eating and after using the toilet with very little prompting. We saw three year old children putting shoes on independently and buttering bread for sandwiches. Development charts for preschool children linked to the Foundation Phase and evidenced that children are developing well.

## **2. Care and Development**

**Good**

### **Summary**

The child minder is caring, motivated, enthusiastic and responsive to children's needs. She is effective in keeping children safe and promotes healthy lifestyles. 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**

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She is up to date with child protection training and is clear about how to report concerns. She is aware of the latest food and nutrition guidance as she recently attended nutrition training. We saw that she was trying to introduce more healthy options for snacks and meals, whilst taking into account children's dietary needs and preferences. Children enjoyed grapes, crackers and cheese for snack; sandwiches, yoghurt and strawberries for lunch and home-made pasta with fresh fruit or sponge-cake and custard for tea. The child minder also provides plenty of opportunities for play outdoors to promote physical exercise and coordination. We saw good hygiene practice; the child minder ensured the premises, toys, and equipment were clean and she provided liquid soap and paper towels for children to use. We heard the child minder reminding a child to wash hands before eating and after using the toilet and we saw her cleaning the table with antibacterial spray before and after meals. We saw very safe practice when the child minder ensured all children were safely seated in appropriate sized child seats and strapped into her car for the school run.

The child minder manages behaviour very well. She is a good role model, calm, polite and relaxed. She asked politely and thanked the children when they were helpful; and she praised children when they achieved. She gave children plenty of time to speak and complete activities and she encouraged them to ask questions, explore and learn. She was firm when necessary and used distraction and redirection effectively to encourage children to share and take turns. She was very clear about what was expected and children responded by being calm and co-operative. For example, we heard her say "No don't snatch, share nicely. Two each is fair isn't it?" and they agreed.

The child minder promotes children's learning and meets their individual interests and needs well. The child minder told us that in order to meet individual needs she asked children and/ or their parents about their likes, dislikes, routines and preferred activities. She monitored the development and progress of preschool children using the foundation phase development tracker and linked activities to the five areas of learning, which she shared with parents alongside photos of activities. It was clear from our discussions and observations that the child minder knew the children's routines and she was well aware of their preferences for snacks, meals and drinks and favourite activities. She provided a good range of appropriate toys and materials to extend their play and help them develop and learn. We heard the child minder ask children what activities they would like to engage in and saw that she joined in, chatted and asked questions to extend their language, and encourage them to think and learn. Photos evidenced that the child minder has raised children's awareness of different cultures through celebration of different festivals and saints' days. However, we noted that registration records did not include all of the individual needs and preferences and this requires improvement.

### **3. Environment**

**Good**

#### **Summary**

The child minder ensures that the environment is bright, safe and stimulating. She makes the best use of the available space 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 toys are good quality and suitable for children of different ages and stages of development.

#### **Our findings**

The child minder ensures the environment is safe and clean. She has an appropriate health and safety policy and had completed relevant training in health and safety. The premises are safe from unauthorised access and visitors must sign in and out. There are gates at the bottom and top of the stairs and secure boundaries to the external play areas. We saw risk assessments, which identify hazards and control measures, for the premises, garden, outings and activities including the children's use of the sofas for their sleep. There were records of daily checks for the play areas and equipment to ensure that any issues were noted and addressed. All areas, equipment, furniture and toys were clean and well maintained. We saw the child minder wipe the table before meals and ensure that children washed and used paper towels to dry their hands. Accident records indicated only minor issues that were typical of the age and stage of development of the children; and did not raise any concerns about the safety of the premises. We saw a gas safety certificate, appropriate car insurance and MOT certificate. Fire drills had been carried out regularly but the actual times for them had not been recorded.

The child minder provides a welcoming and stimulating environment, which is suitable for the age range and encourages children to explore and learn. There is a bright, well stocked play room upstairs with boxes of toys at the children's level, which is used for up to four children at a time. Downstairs in the living room we saw a large box of toys and lots of books and a group of children happily played with cars and a large stunt track. Children use the kitchen table for art and messy play and they can access art and craft materials from low level storage. Children enjoy physical play in the front garden, which has an Astroturf surface and the back garden, which has a large paved patio and a separate/secure grassed upper area of the garden. We saw a small child use push along toys and children ride scooters and trikes while enjoying the sun in the front garden. There are toilets and handwashing facilities on each floor and a step for children to reach the wash basins.

The child minder provides a good range of play and learning resources to enhance children's experiences and development. We saw good quality toys and equipment, including construction materials, dolls, mini figures and animals, transport toys, a play kitchen with pretend food and accessories, books, board games, puzzles, balls, hoops, sand and water play. These were all in good condition as the child minder has systems in place to check and replace toys and equipment that are no longer suitable or in good working order. Although there was a sufficient number and variety of resources the child minder agreed that there was very little to reflect the diversity of society and give children everyday opportunities to explore, value, and acknowledge similarities and difference. We heard the child minder and children use incidental Welsh but we did not see any Welsh language or bilingual materials on display.

## 4. Leadership and Management

**Adequate**

### Summary

Overall, leadership is satisfactory. The child minder is motivated and clearly enjoys looking after children. She has robust policies, procedures and record-keeping in place for most areas of the service. She has a clear vision for her business and children's needs are at the heart of her service and policies. The child minder has effective partnerships with parents. Improvements are required in relation to some documentation and record keeping.

### Our findings

The child minder aims to comply with regulations and to meet or exceed the national minimum standards. We saw that the child minder had addressed most issues raised in the last inspection and she evidenced the ways in which her service had improved. We saw a detailed statement of purpose, which provides an accurate picture of the service that is being offered and includes the ratios and ages of children that can be looked after. Parents receive the service's statement of purpose and policies when their child starts attending and they had signed to evidence that they have seen and agreed to them. The policies were comprehensive and the child minder had added to them since the last inspection, for example new policies included General Data Protection, the Prevent Duty (which relates to anti-terrorism and radicalisation).. The child minder uses a colour coded register system to indicate the age of children attending each day and also when an assistant attended to meet adult child ratios for children under five years old. The record included the actual times children arrived and left the service each day. We saw that records of fire drills were included on the register at regular intervals, but there was not sufficient space on the form to record the time of the drill or any issues encountered. All contracts were in place and they had been signed by parents and the child minder, however, they all had missing information including the name of the GP, children's needs and preferences; and the language used at home. The child minder assured us that these would be recorded as soon as possible. Although there has been some improvement in records management since the last inspection, there are still some issues to be addressed.

Self-evaluation and planning for improvement is good. The child minder identifies and acts on areas that she wishes to improve. We saw that the child minder had given annual questionnaires to parents and had also developed child friendly questionnaires for the children seeking their views on the service and any changes they would like to see. During the inspection, we heard the child minder gaining children's views by asking them what they wanted to do or eat; observing what they enjoyed and how they reacted; and giving the children time and space to make decisions. The last annual report summarised children's and parents' responses, outlined the achievements over the previous year, training undertaken and included plans for the future. There have been no complaints made about the service. Overall feedback from parents and children was very positive. Parents and children told us they were very happy with the service and activities on offer. The child minder was in the process of collating feedback for the 2019 report.

The child minder manages the resources relating to the service well. She has registered with the information commissioner's office and we saw that records and information were stored and shared securely. There were records for public liability insurance, car insurance and MOT, training, health and safety and Disclosure and Barring Service (DBS) checks and the child minder ensured that they were all updated when required. The child minder had a



current DBS check and her training in food safety, child protection and paediatric first aid were up to date. The child minder had also recently completed a course on Food and Nutrition. Our discussion and observations evidenced that the child minder was translating this training into practice and promoting healthy eating. The child minder uses her mother as an assistant at times when there are more than three children under five at the service, and there was valid suitability checks for her. There were records of the assistant's and the children's attendance in a daily diary and in the contracts. These indicated that child: adult ratios met the national minimum standards at all times.

The child minder has very positive partnerships with parents and other child minders. The child minder gave clear information to parents about how she works and what they could expect. We found that the child minder worked very closely with parents to meet children's needs and to support toilet training, physical and social skills, language development and reading; and to promote positive behaviours. One parent said, "This is the best thing that has happened to me. Leanne is really supportive. I trust her". The child minder had good links with other child minders in the area and had reciprocal arrangements to provide emergency cover if necessary. She met with child minders at other venues including playgroups and parks. This enabled the child minder to support children's learning and development in other environments; to discuss issues and share good practice and to give the children opportunities to meet others.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Ensure that there is a written record of individual needs and preferences for each child on admission that includes any allergies, GP, religion, child's likes, dislikes, fears, comfort items, special words; the language of the children at home and if they speak Welsh;
- provide toys and resources to promote positive role images, diversity and a multi-cultural society;
- include more detail on fire drill records, including the time of the drill, time taken to evacuate the premises and any issues or action required;
- use a food probe to check the temperature of hot food;
- include in the statement of purpose (SOP), the arrangements to review the SOP and inform CIW of any changes;
- record the date that policies and procedures are reviewed and any revisions made; and
- add details of concurrent investigations to the Complaints Procedure .

## 6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 26 June 2019 from 11.40am to 1pm and from 3.30pm to 5.20pm.

- We spoke to seven children, two parents, the child minder and her assistant;
- observed children with the child minder and her assistant;
- inspected the areas used by children;
- looked at a sample of documentation and policies including the last CIW inspection report, the daily register, diary and visitor book, four children's records, the statement of purpose, policies and procedures, accident records, action plans and the service's last quality of care review report; and
- gave feedback to the child minder on the day.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Leanne Roberts
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	7am – 7pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 October 2016
Dates of this inspection visit(s)	26 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 children who use, or intend to use the service because it is situated in a mainly English speaking area. We recommend that the service provider considers the Welsh Government’s ‘More Than Just Words follow on strategic guidance for Welsh Language in social care.’
Additional Information:	

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