



Childcare Inspection Report on

Rebekah Parsons

Cardiff



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Description of the service

Rebekah Parsons is registered with Care Inspectorate Wales to provide care to eight children under 12 years of age. She operates her child minding service from her home in the Cyncoed area of Cardiff. Her husband works as her child minding assistant if needed. Her home, which is large and spacious, is located in a residential area close to the school used by the children she cares for. This is an English language service which uses the Welsh language regularly throughout the sessions.

Summary of our findings

1. Overall assessment

Children are relaxed and comfortable in the child minder's home. They receive excellent individual care and attention which is planned to meet their needs. Close, supportive relationships are evident and children are well settled. The environment is safe and attractive and resources are organised to be accessible to children. The management systems are effective and the child minder is motivated to continually improve her service.

2. Improvements

This is the first inspection of the service.

3. Requirements and recommendations

There were no issues of regulatory non-compliance identified during this inspection.

One recommendation was made relating to updating information and is discussed within the body of the report and in section 5.

1. Well-being

Summary

Children are safe, content and valued within the service. They receive very good quality care which provides a strong foundation for their learning and development. They have access to an excellent range of interesting activities and are able to form close relationships. Children benefit from a consistent, planned approach to their care and are comfortable and well settled.

Our findings

1.1 To what extent do children have a voice?

Children receive support to make choices and their decisions are respected. They asked to do painting rather than go out for a walk and this was arranged for them. The child minder discussed their preferences and the children enjoyed finger painting, and putting leaves on to tree pictures. Children moved around the rooms, choosing their activities and expressing their views with confidence. They contributed ideas with ease and were motivated to discuss thoughts and feelings, which they knew from experience, were valued.

Children are encouraged to voice opinions and they are able to influence how they spend their time.

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

Children receive consistent, supportive care from the child minder. We saw they were familiar with the routines of the child minder's home which were arranged to meet the needs of the children. Children approached the child minder for comfort and reassurance and clear bonds of affection were evident. The child minder was responsive and spoke tenderly to the children. We heard positive language which included "Well done, that is lovely". The atmosphere was welcoming and children started to sing spontaneously while painting which indicated the level of their satisfaction.

Children's emotional wellbeing is enhanced by the close and consistent care provided.

1.3 How well do children interact?

Children are considerate of the wishes and feelings of others and value the calm and organised structure of the day. We saw children sharing paints and farm animals, and cooperating to take turns whilst playing games. They enjoyed each other's company

and understood the need to be kind, courteous and respectful to each other. Children are in the early stages of understanding their emotions and feelings and are learning to express their needs appropriately.

Children benefit from experiencing positive social interactions which promote self-confidence.

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

Children are active and curious learners and take advantage of the diverse and stimulating activities available to them. They were very keen to talk to us about bird watching and described the variety of birds identified in the garden using their binoculars. They persevered with building a farm, as they wanted to show us the range of animals and buildings available. They concentrated for an extended period and gained a sense of achievement from this task. Children were excited to see and touch ice in the tray in the outside play area and told us they enjoyed going for walks in the woods during the winter.

Children enjoy well-planned, stimulating play experiences, which benefit their overall development.

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

Children are encouraged to develop their interests and independence. They were confident to help themselves and enjoyed the opportunity to be sociable in the company of others. The child minder promoted the Welsh language consistently throughout the day. We heard children counting and saying the days of the week and the weather in Welsh and we saw a number of Welsh signs around the room. Children understood the need to tidy up before getting out new toys and resources. They are encouraged to put on coats and shoes themselves and to help set the table and clear away dishes.

Children have good opportunities to develop new skills and increased knowledge because of the experiences provided.

2. Care and Development

Summary

The child minder is an experienced practitioner who has developed a range of good systems to ensure the health and safety of children is promoted, and their needs are met. All the required policies are in place to ensure that outcomes for children in her care are positive.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a good understanding of her responsibility to safeguard children. There is a safeguarding policy in place which includes a reference to the Prevent duty which is a government strategy to protect children from extremism and radicalisation. During our discussions, she told us that she was confident to recognise any safeguarding issues and was clear about her duty to refer any concerns relating to the welfare of a child to the appropriate authority. The child minder refreshes her understanding, for example, ensuring she has up to date information on the dangers of on-line abuse. A form to record children's existing injuries was in place alongside a system to record accidents, which she had not yet needed to use. The child minder promotes healthy lifestyles by ensuring children are offered fresh, nutritious food which includes fruit and vegetables and water or milk. Medication records are rigorously maintained and include the last dose administered by parents. The service is registered with the Environmental Health department and robust infection control systems are in place. The child minder reviews risk assessments regularly and ensures that a new assessment is in place before visiting any community facilities.

The child minder keeps children safe and healthy by maintaining effective systems which are regularly reviewed.

2.2 How well do practitioners manage interactions?

The child minder manages interactions effectively. There is a behaviour management policy and the child minder told us that she uses positive behaviour management strategies to promote children's welfare. She takes into account the age and developmental stage of children and understands that these factors, alongside how children are feeling, can affect their behaviour. We heard the child minder praising children for attempts and successes and saw that she used distraction techniques to refocus children when needed. Children understood there were rules and expectations that they should be respectful to each other. The child minder is a positive role model and told us that she strives to maintain a calm environment at all times.

The child minder supports positive interactions between children and provides them with clear boundaries.

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

The child minder has effective systems in place to promote children's learning and development. She had a good understanding of children's specific needs and was nurturing and responsive. She provided explanations to children when they asked questions and she checked their understanding. The child minder encourages children to express their individuality and actively plans sessions before children arrive to ensure that their time is well spent. She keeps good developmental records of the pre-school children which include the next steps in their learning. All children have 'My Learning Journey' books based on the Foundation Phase. These records identify individual targets and provide a comprehensive record of children's successes and attainments. The child minder told us that she encouraged children to develop an understanding of other cultures by observing cultural festivals throughout the year. Children told us they were looking forward to celebrating Chinese New Year during the following week.

The child minder promotes children's development by tracking their progress and effectively responding to children's individual needs.

3. Environment

Summary

The child minder's home is safe, inviting and well maintained. There is a spacious kitchen/dining room, a large living room and a conservatory which acts as a playroom. A covered area leads from the kitchen into a large garden with a playhouse. The child minder pays good attention to safety and security and ensures children receive appropriate supervision at all times.

Our findings

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

The child minder ensures the safety of children is a priority. Regular safety checks are carried out and risk assessments are undertaken and reviewed on a regular basis. We saw checklists of tasks carried out daily to monitor all aspects of the service which included the outdoor area, equipment, and health and hygiene systems. During our visit, the decking in the garden was covered in frost and posed a risk to children. The child minder explained to the children about the risk of slipping outside and that it was not possible to play in the garden until the frost had melted. The child minder ensures that the front door is locked at all times and that records are maintained of any visitors whilst children are present. Certificates to evidence the servicing of the gas boiler and car were in place. Public Liability insurance was also in place. Fire drills take place every six months and the child minder told us that she would do them more frequently with any new children. Good records of evacuations are kept to identify children present and any hazards encountered.

The child minder ensures rigorous systems and procedures work to keep children safe.

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

The premises are clean, welcoming and attractive and promote the independence of children. The environment is spacious and uncluttered. All resources are easily reached by children who we saw move around confidently and with ease. Children do not have use of the upstairs rooms. There is a downstairs toilet which is well maintained and accessible with good attention paid to hygiene matters. Children can choose to rest on one of the sofas in the comfortable living room when needed. The extensive outdoor area is easily accessed from the conservatory and provides very good facilities for children to engage in physical activities and outdoor pursuits.

The child minder maintains an environment which is welcoming and stimulating, and which promotes positive outcomes for children.

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

All resources and equipment are of good quality and provide developmentally appropriate play and learning opportunities for children of varying ages. The child minder respects the individuality and backgrounds of all children and promotes equality successfully as all children have access to the same resources which are not gender-separated. Children enjoy a good range of role-play activities and played with the fire station and the garage with enthusiasm. Children learn about environmental sustainability by using recycled materials for their craftwork and by using natural materials such as leaves and pinecones, which they find when exploring in the nearby woods. All resources are stored appropriately and are changed regularly to stimulate children's interests.

The child minder ensures that all resources are appropriate for the needs of the children and enhance their experience and development.

4. Leadership and Management

Summary

The child minder manages her service efficiently with due regard to the National Minimum Standards for Regulated Childcare (NMS) and to the Child Minding and Day Care (Wales) Regulations. She is well motivated and is open to new developments, demonstrating confidence and skill to promote positive outcomes to children and their families.

Our findings

4.1 How effective is leadership?

There is a statement of purpose in place which provides an accurate picture of the service provided. Some amendment is needed to update the role of CIW in relation to concerns. The child minder told us that she regularly consults the CIW website to ensure that she is up to date with any new developments. An operational plan sets out how the service is organised and planned, and what parents can expect. The child minder's husband works as an assistant to the child minder when needed, although he also works outside the home. She is registered with the Information Commissioners Office (ICO) and has a clear understanding of the principles of data protection and privacy. We saw that child protection, paediatric first aid and food hygiene training have been completed. The child minder has also undertaken training relating to understanding the Foundation Phase, children's emotional well-being and the Welsh language. The Active Offer of the Welsh language is not in place at the service, although children have opportunities to hear and use Welsh regularly.

The child minder is a proactive practitioner who ensures all systems and procedures have a positive impact on outcomes for children.

4.2 How effective is self-evaluation and planning for improvement?

There are good systems in place to evaluate the service and to plan for improvement. The child minder is in the process of compiling the first quality of care report. She is using information gained from questionnaires sent to parents and feedback from children to plan service developments. The child minder keeps a comprehensive log of all sessions and uses this to record ideas from children and as an evaluation about the success of specific activities. She meets up with other child minders and regularly shares ideas for service improvements. There is a complaints policy which requires amendment to clarify the role of CIW in relation to any concerns. The child minder has received no complaints.

There are effective systems in place to support service improvements.

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

The child minder manages all resources effectively and plans for unforeseen circumstances. She maintains detailed records of her qualifications, training and DBS certificates of herself and her husband. She told us that she has arranged for a registered child minder who lives locally to care for her minded children in the case of any emergency or unforeseen situation when her husband is not available, and this is detailed in her statement of purpose.

The child minder meets her legal responsibilities with regard to maintaining records that demonstrate her suitability to care for children.

4.4 How effective are partnerships?

The child minder has positive partnerships with all parents. They provide extensive information about their child's needs at registration and update the child minder as needed. All decisions relating to the welfare of the child are taken in consultation with parents. The child minder completes a daily record sheet for each child to provide important information to parents/carers. This includes children's emotional wellbeing, food consumed, 'wow' moments, and activities undertaken. Information about school activities, which is passed to the child minder by teachers, is also recorded to provide a full picture of the child's day. All policies and information are available to parents when they register their child. The child minder told us she regularly attends community facilities, which include the local library, parks and soft play centres, to provide an added dimension for children and to expand their experiences.

The child minder encourages and maintains valuable partnerships for the benefit of the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement:

- Update the complaints policy and statement of purpose relating to the role of CIW in dealing with concerns.

6. How we undertook this inspection

This was a full post-registration inspection, which was undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit to the service for four hours:

- we engaged with the two children present;
- we considered the information held by CIW which included the registration details of the service;
- we inspected a range of records. These included the statement of purpose, risk assessments, service policies, safety records and monitoring records. We also looked at children's records and feedback information from parents; and
- we made a visual check of the premises used by children.

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	Rebekah Parsons
Registered maximum number of places	8
Age range of children	0 to 12 years
Opening hours	8.00 to 17.30 Monday to Wednesday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection
Dates of this inspection visit	30 January 2019
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service does not provide the 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 their service. We recommend that the service provider consider Welsh Government's <i>'More Than Just Words Follow on Strategic Guidance for Welsh language in Social Care'</i> .
Additional Information: None	