



Childcare Inspection Report on

Fern Richards

Bridgend

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Fern Richards was registered as a child minder in May 2018. She cares for a maximum of nine children aged under 12 years from her home in Litchard, Bridgend. The service operates Monday to Friday from 7:00am to 7:00pm. The main language of the service is English, however, some basic Welsh language is promoted. This is the child minder's first inspection.

Summary of our findings

1. Overall assessment

Overall, Care Inspectorate Wales (CIW) found that children are relaxed and settled with the child minder. They enjoy their play and interact well. Children are cared for by a caring practitioner in a comfortable environment. There are plenty of age appropriate resources for their play. The child minder maintains good partnerships with parents. The business is managed well. Some improvements are needed.

2. Improvements

During the course of the inspection, the provider has:

- provided an updated statement of purpose
- provided a heating certificate;
- devised written risk assessments; and
- provided a food hygiene certificate.

3. Requirements and recommendations

We have made recommendations which are detailed at the end of this report.

1. Well-being

Summary

Children enjoy their play at this child minder's service. They are valued and encouraged to develop their independence. They experience warmth and kindness, are stimulated and motivated to play with a range of resources. The children are developing well and are learning to share and become independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to by the child minder. They have choice over what they do and where to play.

Children had choices of what to play with and where to play. We saw children help themselves to the toys from the boxes such as the blocks, cars and trains and chose books for story time. During an activity, children choose which Christmas items to place on the Christmas tree display. Children had choices, we saw that one child chose to have an apple instead of tangerine. We saw that older children helped themselves to their drinks. Children freely moved around the play areas and child minder's home with confidence.

Children have a good voice.

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

Children are familiar with routines, experience warmth and kindness.

Children were happy and settled. We saw that children had good bonds of affection with the child minder, approaching her for comfort and reassurance. For example, we saw the children sit on the child minder lap at story time and for a spontaneous cuddle. Children responded positively with smiling faces when they had praise for their efforts, such as persevering to fit a character in a block.

Children have good attachments and feel safe.

1.3 How well do children interact?

Children co-operate and interact well, they are confident in their interactions with the child minder and her family.

Children's behaviour was good. We saw them interact confidently and were relaxed with the child minder and her family. Children chatted happily with the child minder and responded well when asked to help to tidy up before snacks. We saw that older children freely put toys away before moving on to the next activity. Children had good manners, we heard them '*please*' and '*thank you*' and spoke with respect to each other and the adults present.

Children's behaviour and interaction is very positive and reflected their age and stage of development.

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

Children enjoy their play, sustaining appropriate levels of interest for their age.

We saw that children enjoyed their time with the child minder. They eagerly listened to stories and looked at the books. They thoroughly enjoyed placing Christmas items on the Christmas tree display. Older children told us that they enjoyed the new Labyrinth game and especially the Lego. Children told us they like playing outside with the water tray and the beads which expand in the water. Children told us, *"I like to play on the swing and can't wait for my brother to be eight so I can play on the trampoline. I love playing at Fern's!", "My favourite food is hot dogs and I like to cuddle with the big polar bear and I like hugging"* and, *"I love playing with the 'Orbies' and playing with the children"*.

Children enjoy their play and learning very much.

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

Children are motivated, confident and are developing their individual skills.

Children ate their snack of fruit independently, with the child minder on hand to offer support if necessary. We saw some children put their shoes and coat on by themselves in preparation for the school run. We heard children count and identify colours and repeat some Welsh words. Children had opportunities to develop socially when they interacted with other children at a playgroup. We heard children identify animals and make the sound of the animals.

Children are developing well and have a good level of independence.

2. Care and Development

Summary

The child minder has a warm and affectionate relationship with the children she cares for. The child minder knows the children in her care well and supports them appropriately. The child minder positively manages children's interactions in a kind and caring manner, and mostly follows procedure to help keep children safe and healthy. There are good systems in place for recording children's developmental progress. Some improvements are needed in this area.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder mostly follows procedures to keep children safe and healthy.

The child minder told us that she was aware of her duties and responsibilities to report any concerns about children. A child protection policy was in place. She told us that she was also aware of the Radicalisation and Prevent Duty guidance and told us that she would consider completing the on-line training. The child minder provided freshly prepared meals or parents could provide a lunch box. The child minder gave children safety messages, for example, she reminded children to be careful when playing with some toys that catapulted items from it. We did not see the child minder ensure that children washed their hands before snacks, however, she did use wet wipes to wash their hands and faces after snacks.

The child minder appropriately keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a good role model. She presents as calm and consistent and promotes positive behaviour.

The child minder managed interactions well. We saw her, at every opportunity, chat to the children and encourage their involvement in activities. We saw her cuddling children, giving reassurance and praising them for their efforts and achievements. She was calm and positive throughout our visit and spoke kindly to the children. The child minder had written a behaviour management policy which included strategies to promote positive behaviour such as praising children, which we saw in practice. Children's behaviour was good.

The child minder manages interactions effectively.

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

The child minder meets children's needs and promotes children's individual interests, learning and development through play.

The child minder joined in with children's play and we heard plenty of encouragement. We heard the child minder encourage children to identify items for the Christmas tree such as the star and where it should be positioned on the tree. We saw her engage in children's

play supporting them to repeat Welsh words, to choose books and to do things for themselves. For example, to put their own coat and shoes on, make decision about what they wanted to play with and to wipe their hands and faces after snack. The child minder kept the younger children occupied by regularly taking them out to various places such as playgroups and parks so that they remained active and had opportunities to socialise with others. The child minder knew the children in her care well; she was able to easily share information about the children such as their particular needs, likes and dislikes.

The child minder promotes children's individual needs, learning and development well.

3. Environment

Summary

The child minder maintains her premises well. She cares for children in a home that is clean, warm and inviting. She provides a range of resources and toys for the children suitable for their differing needs and ages. The child minder actively encourages the children to move safely and freely between rooms. There is an outside play area which is suitably equipped with items to encourage children's physical growth. The child minder does not have risk assessments in place. She promotes some diversity and multi-cultural awareness. Some improvements are needed.

Our findings

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

The child minder ensures that the environment is a safe, clean and secure environment.

The child minder ensured that the environment was safe and secure as she locked the main door. Safety equipment was in place where necessary, such as catches on the cupboard doors and safety gates at the bottom of their stairs. The child minder had not completed risk assessments for various areas used for child minding, she told us that she visually checks each area and she had completed a risk assessment for the trampoline. The heating test certificate was valid and the child minder had regularly practised fire drills. However, the number of children and adults present, the exit routes taken and any issues identified had not been recorded. A fire blanket had been wall mounted in the kitchen. The child minder had received a visit from the environmental health department for food hygiene.

The child minder ensures that the environment is sufficiently safe and secure.

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

The child minder provides space and facilities suitable for the needs of the children in her care.

The child minder ensured that the premises, indoors and outdoors, were welcoming and provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs, for play, quiet time and physical play. Children had access to a dedicated playroom for most play activities and they used the dining area and kitchen for messy activities and to eat meals most of the time. Older children had access to the second living room for some quiet time if needed. Children used the rear garden for some fresh air and outdoor play and the child minder also took the children out in the local community. Children had access to a ground floor bathroom.

The child minder successfully ensures that the premises are suitable for the children's needs.

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

The child minder offers a good range of toys and resources, which are of suitable quality. There are age appropriate resources for the children cared for.

The child minder ensured that children had access to furniture, equipment and toys that were appropriate for the age, needs and development. These were in good condition and clean. Resources such as baby toys, soft toys, electronic devices, dolls, buggy, educational items, role play items, books and vehicles were available to the children. The child minder told us that she had some resources depicting our diverse society, however, had not celebrated some of the wider world festivals to date.

The child minder effectively ensures that there is a varied supply of toys, resources and equipment available.

4. Leadership and Management

Summary

The child minder has a clear understanding about her role and responsibilities and is enthusiastic about building and improving the service she offers. The service is compliant with regulations. The child minder has effective record-keeping systems in place and these are organised. The child minder has good partnerships with the children's parents. The business is managed well. Some improvements are needed in this area.

Our findings

4.1 How effective is leadership?

The child minder complies with the relevant regulations and national minimum standards. She maintains policies, procedures and records well. Some improvements are needed in this area.

The child minder had a statement of purpose in place, however, some information was missing. The contact details, number of children cared for, and operation times were missing. She maintained a range of policies and procedures, however, they had not been dated for validity. The child minder maintained a children's register, parental consent forms, contracts, incident, medication and accident records. These were fully completed and comprehensively completed. The child minder maintained developmental records for children and kept parents regularly informed about their child's day via social media and photographs. A visitors' book was in place, however, the child minder did not record when household members were present when minding took place. A valid public liability insurance certificate was available. The child minder did not use a vehicle to transport children.

Leadership is sufficient.

4.2 How effective is self evaluation and planning for improvement?

The child minder is beginning to evaluate her service. She is keen to review her service to make improvements.

The child minder had a self evaluation system, which included questionnaires for parents and children. The child minder was in her first year of operation and was in the process of producing her report and agreed to provide a copy of her report to CIW within 28 days of its completion.

Self-evaluation and planning for improvement is developing.

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

The child minder is aware of her conditions of registration and ensures that suitability checks are valid for adult household members.

The child minder's records showed that she was working within her registration conditions. She ensured that all household members aged 16 years and over held valid Disclosure and

Barring Service (DBS) certificates. The child minder had completed a first aid course in July 2017 and a food hygiene course in October 2017, however she had not completed a course in relation to child protection to date.

The child minder manages the service well.

4.4 How effective are partnerships?

The child minder works in partnership with parents and maintains regular communication with them.

The child minder told us that she shared her policies and procedures with parents and prospective parents. She verbally shared information with parents and sent regular updates on the children's progress via social media and she shared the developmental records with them. One parent spoken to gave positive feedback about the care their children receive and the information shared by the child minder. The child minder takes children on outings to the local play groups, parks, shops, library, craft sessions in local community fun days and soft play centres.

The child minder has effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This was the service's first inspection.

5.2 Recommendations for improvement

We recommended that the provider should:

- ensure hand washing before snacks/meals;
- expand fire drill records to include number of people present, exit routes and any issues identified during the drill;
- date policies and procedures for validity and review purposes;
- maintain a daily record of people present at the home when child minding takes place;
- provide CIW with the quality of care report within 28 days after its completion; and
- complete a child protection course.

6. How we undertook this inspection

This was a full announced inspection, which was undertaken as part of our normal schedule of inspections.

One inspector visited the service on 6 December 2018 for approximately 4 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children, one parent and the child minder;
- provided questionnaires to be issued to parents and children and
- provided detailed telephone feedback to the child minder on 11 December 2018.

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

www.careinspectorate.wales

7. About the service

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| Type of care provided | Child Minder |
| Registered Person | Fern Richards |
| Registered maximum number of places | 9 |
| Age range of children | 0 – 12 years |
| Opening hours | Monday to Friday 7am to 7pm |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | Not applicable, this is the first inspection of the service. |
| Dates of this inspection visit(s) | 6 December 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 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: | |