



Childcare Inspection Report on

Claudia Hilling

Tenby



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Description of the service

Claudia Hilling is registered to care for a maximum of 10 children aged between 0 and 12 years. Care is provided within her home which is situated in a rural location on the outskirts of Tenby. The service operates from Monday to Wednesday between 8:30 to 17:30. The main language of the service is English with incidental Welsh.

Summary of our findings

1. Overall assessment

We at Care Inspectorate Wales (CIW) found that the children attending this service have a strong voice and are listened to. The children are settled and thoroughly enjoy their time with the child minder. The children interact well and certainly enjoy the activities and daily routines on offer. The child minder actively keeps the children safe and healthy and is a good role model for the children, promoting good behaviour, values and qualities. Children have access to a good range of resources and toys suitable for their age, stage and interests. The child minder ensures that the premises is safe, secure and hygienically clean. The child minder is a kind and positive role model who cares for children in a warm and nurturing environment. Leadership is well organised in relation to record keeping. The policies and procedures comply with regulations and standards.

2. Improvements

This is the first inspection post registration.

3. Requirements and recommendations

We made a few minor recommendations, which can be found at the end of the report.

1. Well-being

Summary

Children are settled, happy and valued. Children make choices and engage in their play and learning activities. Children interact well with each other, sharing and co-operating in free-play situations. Children are independent learners, developing a broad range of developmental skills.

Our findings

1.1 To what extent do children have a voice?

Children freely make choices and decisions and feel confident that they can express themselves.

Children confidently chose fruit and coloured chopping boards, cups and plates during snack time. Children happily made choices during free play, using small tractors, cars and role play food in the play room. Children chose different Welsh words and phrases from the display to pronounce and discussed these with the child minder. Children wanted to listen to nursery rhymes on a CD, telling the child minder which songs they wanted to sing and listen to. Children confidently told the child minder they wanted certain books to read during a reading session with her.

Children have a strong voice.

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

Children feel safe and happy with the child minder, feeling valued for their efforts and achievements throughout the day.

On our arrival, we heard the children happily playing outside, chatting to the child minder and singing songs. The children felt comforted and safe with the child minder as she cuddled them whilst singing and looking at books. Children were settled and relaxed with their daily routines and activities, excitedly telling the child minder what they wanted to do during the day. Children smiled when they were praised for their efforts whilst singing nursery rhymes, and when they shared resources and were kind to each other whilst playing outside with tractors and cars. We saw the children smiling and chatting happily to members of the child minder's family.

Children feel settled, safe and content and their views are consistently valued.

1.3 How well do children interact?

Children show good behaviour, sharing and interacting in a kind manner.

We saw the children chatting and planning their imaginative play outside with a pedalled tractor and a car. Children naturally shared and swapped their toys as they fully engaged in their role play, saying *"I'm busy building a fence today"*, *"I've got a*

lawnmower!” and “*Oh no, look your car has a bump on the side!*” Children swapped reading books, showing good friendships and also respected each other’s needs and preferences. Children took turns whilst playing a game called Topsy Turtle, choosing the correct colour and then encouraged the child minder to have a turn.

Children interact very well.

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

Children are engaged in their play and learning, showing an enjoyment in their daily routines and activities.

Children engaged in their activities whilst playing colour recognition games using English and Welsh words. Children played with small wheeled toys, cars and role play food in free play. Children showed resilience and sustained interest in language games and interacted well with the child minder asking for more games once they had finished. Children felt a sense of achievement whilst looking at stories with the child minder, telling her who the characters were and responding well to questions.

Children are enthusiastic about their learning and play experiences.

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

Children are developing the confidence and the skills they need to become independent learners.

During snack time, children independently chopped their own fruits and helped themselves to bread sticks, but did not pour their own water during lunch time. Children used the toileting facilities independently, washing their hands with soap and water. Children practised some problem solving skills, balancing and carrying cones and hoops on top of the cars and tractors. Children recognised Welsh and English vocabulary discussing days of the week, greetings, phrases and colours in Welsh. Children managed to wear their slippers and wellingtons, however they needed the support of an adult to wear their coats.

Children are developing good independence skills.

2. Care and Development

Summary

The child minder provides a clean, safe and healthy service for the children. The child minder is a qualified and experienced childcare practitioner who is committed to deliver quality care and provide for the children's individual needs. The child minder has a positive relationship with the children and manages interactions well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder supervises children well and keeps them safe and healthy.

The child minder kept all areas safe and clean by sanitising the tables before snack and lunch times. The child minder provided bottled water for the children at meal times, following food and nutrition guidance to provide healthy drinks. Children bring their packed lunches and the food is kept in the fridge at the correct temperatures. The child minder ensured the children washed their hands before eating, after outdoor play and after toileting. When changing children, the child minder wore gloves and ensured the toileting areas were hygienically clean, sanitising all areas. The child minder has produced a child protection policy outlining and recognising any risks or harm to children and has good knowledge and understanding of safeguarding procedures. The child minder has a first aid qualification and a robust emergency plan in place. The child minder encouraged children to wear coats when they went out to play because of the cold weather. We also heard her explaining the need for sun cream on warm sunny days.

The child minder competently keeps the children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a good role model and interacts positively with the children, acknowledging and praising good behaviours.

When singing along to nursery rhymes, the child minder respected there were songs that the children did not want to sing. The child minder managed difficult interactions between children by coming down to their level and quietly discussing taking turns and being kind to each other. The child minder applauded the children's good behaviour whilst outside as the children swapped their cars and tractors independently saying "*Fantastic sharing!*" The child minder discussed the safety rules with children before venturing on to their outdoor play activities, sharing good safety practices.

The child minder manages interactions successfully.

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

The child minder knows the children well, recognising and providing for their developmental, learning and personal needs.

The child minder used Welsh vocabulary whilst discussing colours, days of the week and phrases such as '*amser tacluso*' and '*golchi dwylo*'. The child minder introduced a game called 'Rosie Chicken' to the children, encouraging the children to listen to instructions attentively. She encouraged numeracy by counting eggs in English and Welsh. The child minder was full of pride when the children were achieving their goals and praised them for correctly matching colours together and recognising the Welsh and English words. The child minder prioritised children's wishes; for example, although it was lunch time, the children were eager to play more games and so they were allowed to continue. She also acknowledged and respected when a child was too tired to take part and moved on. The child minder used daily observations to prepare for the children's next steps and provided play activities according to children's interests and preferences. We saw a noticeboard which displayed the children's craft work and photographs. The daily routine included planned craft activities and children took their work home at the end of the day.

The child minder promotes the children's individual overall needs enthusiastically.

3. Environment

Summary

The child minder provides a safe and secure environment. The children have access to indoor and outdoor areas which are clean and spacious with a good range of toys and resources suitable for their age and interests.

Our findings

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

The child minder provides a safe and secure environment for the children in her care.

The premises was locked on our arrival. The child minder checked our Identification badges and asked us to sign in the diary as visitors to the service. The property is very well-maintained and clean, and the child minder adhered to hygiene policies and procedures. All cleaning products were out of the reach of children. Comprehensive and detailed risk assessments are in place for the indoor and outdoor environment, which include visits made by the child minder to other places within the local area. Safety gates and doors limited children's access to some areas and these were kept closed during our visit.

The child minder provides a safe and secure environment for children.

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

The child minder has a warm and welcoming property, providing children with the suitable environment to play and learn.

Inside the property, the child minder provides a welcoming and bright area for the children to play within a small playroom with a comfortable sofa and toys, which are accessible, and within their reach. The dining area, where children ate their lunches and carried out craft and playdough activities, contained a large dining table with chairs and booster seats. There is a bathroom area which is well equipped with children's potties and steps for the sink and toilet. Outdoors, there is a large patio area and a lawn allowing the children plenty of freedom and good play opportunities.

The child minder provides a stimulating and welcoming environment for the children.

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

The child minder has sufficient good quality resources for the abilities and interests of the children in her care.

The child minder provides an array of high quality toys within the playroom, which are easily accessible for the children. The resources are clean and in good condition. There is a good range of books, construction toys for building, role play food and kitchen set, garage and cars, farm set, jigsaws and many language and mathematical games. Although there was a range of resources we did not find resources which promote cultural diversity and awareness. Craft and playdough resources are available for the children. The child minder provided the children with many outdoor resources including scooters, pedalled vehicles, a pram, hoops, cones and balls.

The child minder ensures the children have access to varied and exciting resources that are of good quality.

4. Leadership and Management

Summary

The child minder has good organisational skills. The child minder maintains the required documents and records complying with regulations and national minimum standards. She has good partnerships with parents.

Our findings

4.1 How effective is leadership?

The child minder follows her policies and procedures and complies with the current regulations and national minimum standards.

The child minder has a statement of purpose, which complies with the relevant regulations and standards, and is a good reflection of the service provided. She holds detailed policies and procedures, which she follows resulting in good practices within safe premises. Visitors are asked to sign in and there are records for incidents and accidents, which were signed by both the child minder and the parents. The medication records were clear and also signed by parents. There is an accurate children's attendance register in the daily diary and the child minder has contracts in place for the children including parental consents and permissions for children to be taken on outings and for medical and emergency procedures. The child minder is registered with the Information Commissioners Office. The public liability insurance certificate is displayed and current.

Leadership is strong.

4.2 How effective is self evaluation and planning for improvement?

The child minder is developing systems of self-evaluation for her service.

The child minder has a daily diary in which she records the daily activities. She kept observations on the children and provided next steps in the children's development within the planning of future activities. She told us that she is planning to write a quality of care report during the autumn term to evaluate her service. She has recently given questionnaires for the parents and the responses are a current reflection of the service provided. The responses were very positive and parents said that they had chosen her as a child minder as they saw that the setting was homely, low numbers, caring, safe location and their child is *"Always happy to stay with Claudia"* and *"Claudia provides a warm loving environment and uses a huge variety of educational games, toys, puzzles, songs to bring out the very best in our son and push on his development in all areas. He adores her and thrives in her setting."*

The child minder's planning for improvement is developing.

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

The child minder has good child care experience and qualifications.

The child minder and her household members have current Disclosure and Barring Service certificates. The child minder has a food hygiene certificate, a paediatric first aid qualification and recently attended child protection training. She has a City and Guilds Level 3 certificate and has attended Foundation Phase and Healthy Eating Pre-School training. The child minder has over 15 years of experience in working with children in day nurseries.

The child minder manages resources and training very well.

4.4 How effective are partnerships?

The child minder has good relationships with parents of the children, sharing information with them verbally and electronically.

The child minder has effective partnerships with the parents. She records the children activities including play, toileting and dietary daily and uses the 'whatsapp' facility to message parents on the children's routines. The child minder is planning on visiting local playgroups. She regularly takes the children outside for little walks to see the horse and sometimes visits a close relative to see their pet.

The child minder has effective partnerships.

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 that the child minder;

- updates and dates policies and procedures annually.
- provides toys and experiences in the planning and provision of the children's cultural and diversity awareness and
- encourages children to wear their clothes and coats independently.

6. How we undertook this inspection

This was a post-registration inspection. Two inspectors carried out the inspection on Tuesday 26 March for a period of approximately 5 hours and 30 minutes. During our visit;

- We observed the children and the care they received;
- looked at a wide range of records;
- looked at policies and procedures;
- looked at the risk assessments and insurance certificates

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	Claudia Hilling
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	8:30 – 17:30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection
Dates of this inspection visit(s)	26 March 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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture. This is because the service is located in a mainly English speaking area. However the child minder is committed to promoting the Welsh language to children in her care and regularly uses Welsh words, phrases and labelling.
Additional Information:	

