



Childcare Inspection Report on

Bettina Silsby

Swansea



Date of Publication

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Description of the service

Bettina Silsby is registered to look after up to nine children aged up to 12 years old. This is the child minder's first inspection following her registration in August 2018. The child minder lives in Hendy, Swansea. The service is available between 6:30am and 7pm Monday to Friday. The service is provided through the medium of English.

Summary of our findings

1. Overall assessment

Overall, the children present were happy and relaxed with the child minder and enjoyed the activities available to them during the inspection. The child minder had a calm, patient manner with the children. She listened to their requests and tried to meet their needs. The environment was mostly safe and secure, however some areas of this theme require some attention. The leadership and management requires some improvements to meet the regulations and national minimum standards.

2. Improvements

An updated statement of purpose was received during the inspection process, which met regulatory requirements.

3. Requirements and recommendations

We notified the child minder of the following non compliance and that improvements are needed in relation to: Hazards and Safety: as we found that not all possible risks had been identified; Fire Precautions: because fire drills had not been practised with the children and the child minder was not aware of the need to keep a record of these; Keeping of Records: because there was no record showing children's actual hours of attendance.

We made recommendations in relation to the four themes and these can be found in greater detail at the back of the report.

1. Well-being

Summary

Overall, children are happy and relaxed with the child minder and enjoy their play. The child minder is receptive to the children's attempts to communicate and gives them choices. Children enjoy the play opportunities offered.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and their attempts to communicate are valued.

Upon arrival at the child minders, we saw one child access the toy piano immediately. The children were asked what they would like to play, and were given a choice of an activity of playing on the slide, to colour a picture or to play with the selection of toys laid out on the floor in the living room. One child stated that he wanted to colour the fire engine picture and this was acknowledged. There were some toys and resources set out in the living room so that the minded child could choose what they played with as well as a collection of toys in transparent boxes. The child was confident in telling the child minder when he wanted her to build a tall tower with the blocks, "You do it very tall right?" During lunch, the eldest child stated confidently that he did not want tomato ketchup and wanted more peas, this was acknowledged.

Overall children are able to make some choices.

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

Children are secure and relaxed with the child minder.

We saw that the children were settled and comfortable in the child minder's care. The children approached her easily for reassurance. The older child enjoyed lots of attention from the child minder during the afternoon when he was the only child present as the other child was asleep. There was a lot of laughter and smiling. He happily moved around the room, as he wished, comfortable in his surroundings. The child was confident enough to inform the child minder that squash had spilt on the slide and during the afternoon, the child presented the child minder with plastic food and smiled happily at her. During story time, we saw one child sit on the child minders lap, cuddling into her.

Children feel secure, comfortable and at home with the child minder.

1.3 How well do children interact?

Children interact well with each other.

During the visit, there were two children present. The children enjoyed exploring the living room together and sat together on the low level table and chairs to eat their lunch together.

When the youngest child went to sleep in the afternoon, the other child played happily with the blocks and on the slide. Earlier on, both children engaged with each other whilst playing with the building blocks, placing blocks in turns to build a tower. When children played on the slide, they happily took turns, pushing one another down the slide and we saw and heard the older child tell the youngest, "Tickle, tickle" as they climbed the steps to access the slide. Both children were equally happy to play on their own. We heard the eldest child communicate confidently with the youngest as they ate their food, "There's no more banana okay?" There was a relaxed and happy atmosphere.

Children's behaviour is good at this service.

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

Overall children enjoy themselves at the child minders.

We saw children happily playing with a satisfactory range of resources that suited their interests. The child minder engaged with the children in their play so that they had fun and there was a relaxed atmosphere. One child enjoyed looking at a book and shared the book with us. One child sang 'Twinkle, Twinkle Little Star' into the play microphone, whilst another held the hairbrush and sang 'Brush your hair.' Another child enjoyed playing with the walker and ride on toys during the afternoon and we saw both children play well with the building blocks. Children took part in a play dough activity in the afternoon, creating different Christmas shapes using cutters. We heard and saw one child sigh with excitement when she saw the gingerbread man shaped dough after using the cutter and was excited as she chose another cutter, "yeah, a Christmas tree." One child played ball with the child minder during the afternoon and was smiling proudly as he caught the ball. Children were taken on walks to the local park, on the bus into the local town, to the local woods and soft play area.

Children enjoy their play and learning experiences with the child minder.

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

Children are given some opportunities to develop their independence.

We could see that the child was learning some self-help skills with encouragement from the child minder. We saw children managing to eat their lunch independently. One child handed the child minder their plate when they had finished their food. Children were encouraged to remove their own coat and footwear when they arrived at the child minders. After lunch, children washed their hands independently. We saw children could follow their interests and enjoy a range of play activities. During the visit, we heard children sing nurse rhymes, practice their throwing and catching skills using a ball, recognise 2D shapes, name colours as well as discuss how tall and short the towers were, whilst playing with the blocks. We also saw children counting the number of dinosaurs in the story book, "There are three dinosaurs."

Overall, children are given opportunities to learn and independence is promoted.

2. Care and Development

Summary

The child minder has realistic expectations of children and treats them with warmth and respect. She keeps children safe overall, however attention is required to ensure children are kept safe at all times. She does not plan activities for children's individual needs and children's progress is not recorded as of yet.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder overall promotes children's health and welfare. However, some areas require improvement to ensure this area is fully met.

The child minder did have a current written child protection policy setting out the procedure to be followed in the event of any allegation of abuse or neglect and setting out how children will be safeguarded. There was no certificate that showed that the child minder had attended a child protection awareness course, however the child minder was awaiting a certificate of attendance and we were shown paperwork that confirmed this. An appropriate response was given to safeguarding scenarios discussed. The child minder told us she worked flexibly with the parents to ensure children had healthy meals and snacks that they liked. Food was provided by the child minder. We saw the children enjoy chicken nuggets, chips and peas for lunch. They were also offered yogurt and a banana. The child minder did not ensure that children washed their hands before eating, however the child minder washed her hands before preparing food. The table and high chair were not cleaned with anti-bacterial cleaner prior to food, however the children washed their hands after mealtime and the table was cleaned with an anti-bacterial cleaner after eating. Children used a shared towel to dry their hands. The child minder had not attended food hygiene training and informed us that she plans on attending a course. Medication forms were available; however, there were no recent entries recorded on these. The child minder had a current first aid certificate. She had means to appropriately record accidents but stated that no recent accidents had taken place. There was permission in place for medical emergency treatment on outings, however there was no permission in place for emergency medical treatment on a day to day basis. During nappy changing, the child minder did not wear disposable gloves or an apron as she was changing her own child. However, she did inform us and showed us supplies of disposable gloves that would be used during nappy changing. The child minder did wash her hands following changing the child and the changing mat was wiped clean with an anti-bacterial cleaner following the nappy change. The child minder reminded children to be careful throughout the visit as they played, "Be careful now sweetheart" and "no climbing."

The child minder is adequate in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder has a patient, calm and gentle manner with the children.

The child minder had realistic expectations of the children's behaviour. She knew the children in her care well and understood the behaviours that were associated with their particular stage of development. She had a behaviour management policy. She gave the children lots of individual attention and praise and encouraged the children to use good manners. The child minder promoted open discussion throughout the visit and provided plenty of choice, "Would you like to choose another book?" as well as "Shall we sing?" She celebrated that one child had been given a star at play group, "How was school? You've had a star. What did do to get a star? Well done."

We saw children having difficulty sharing the crayons and the child minder intervened and ensured children shared, "Hey, hey, don't fight. Share please."

The child minder understands children's behaviour and manages behaviour consistently.

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

The child minder gave the children some learning experiences through the resources that are available to them.

The child minder encouraged the children's enjoyment of their chosen activities, such as with the shapes, books, blocks. We heard her ask the children about colours in English and encouraging the children to name 2D shapes. The child minder provided support when needed, such as modelling and asking the child if they needed help with rolling the play dough and using the cutters, "Roll it out. Nice and flat." We saw the children involved in a structured activity of creating Christmas shapes using the play dough and cutters. The child minder was with the children at all times, assisting them and asking various questions throughout their play. The child minder also ensured that she was at the children's level at all times and played with them on the floor of the living room. The child minder did not have records as of yet to show what the children did and how she planned activities in accordance with their individual needs and stages of development, however she told us that she plans recording once her numbers increase. The child minder did have documents in place for this in readiness to keep a written record. We did not hear any Welsh language during the visit, however the child minder did encourage a child to sing in Welsh, "Can you sing something in Welsh?" The child minder told us that she is able to count in Welsh as well as name some colours. She intends attending a Welsh language course in the local village shortly.

The child minder promotes children's learning and development adequately.

3. Environment

Summary

The child minder's home provides a welcoming environment. There is a satisfactory range of resources to meet the needs and interests of the children. However, although the child minder takes some measures to ensure that her home is safe and secure, robust systems for assessing risk and minimising hazards and maintaining fire safety records in accordance with the regulations were not in place.

Our findings

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

The child minder does not always take adequate steps to ensure that her home is safe.

Procedures to ensure that risks are identified and hazards removed were not fully in place. Basic written risk assessments were completed, however the risk assessments in place did not consider possible risks whilst travelling for school pick ups, which involved walking a relatively short journey from the child minder's house to the school nearby or for visits. During the visit, we saw a number of possible risks, including tablets and toiletries left on the table in the living room, an asthma inhaler left on top of the play kitchen, toiletries within children's reach in the bathroom as well as a fragrance plug in directly within children's reach by the low level table in the living room. All risks were removed during the visit. The child minder had not undertaken fire drills with the children and therefore records of these were not kept. The child minder informed us that she was not aware that records needed to be kept in relation to fire drills. The child minder had put some safety measures in place such as the front door was kept locked and safety gates were in place at the bottom of the stairs as well as the entrance to the kitchen. Safety latches were in place on cupboards and drawers in the kitchen. There was a fire blanket in the kitchen, however it was not wall mounted. The fire place had been made safe by placing foam around the edges and corners. A new boiler had recently been fitted and the child minder held valid public liability insurance.

The child minder has some safety measures in place but some improvements are needed to ensure children are not at risk of harm.

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

The home is well maintained and provides a clean and welcoming environment for the children.

Children can eat their meals and snacks at the low level table in the living room. There are sofas in the living room for the children to relax, a bed for children to sleep upstairs, as well as a double buggy. There is sufficient floor space for them to move around freely and enjoy playing with the selection of toys available in the living room. Further toys and resources were stored in the bedroom upstairs and the child minder informed us that she rotates toys

to maintain children's interests. Patio doors from the living room led out to the back garden, which meant that the children can easily go outside if they wish, however we did not see children access the outdoors during the visit as the weather was unfavourable. The child minder told us she tends to take children to the local park rather than use the garden as she feels the garden is too steep for young children. The outside area was enclosed, consisting of a grassed and patio area. The child minder displays children's artwork in the window as well as on the wall of the living room. She also displayed the English and Welsh alphabet and a number line in the living room.

Children are cared for in a homely, comfortable environment.

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

Children have access to equipment and toys that are appropriate to their needs.

Some resources we saw were easily accessible to the children. The child enjoyed playing with the toys set out on the floor in the living room. Further resources were stored in transparent boxes including books, Lego, dolls, play vehicles, building materials and there was also a role play kitchen, slide, toy piano and ride on toys in the living room. Craft materials and resources were stored in a storage unit in the living room. The toys and equipment seen were clean and suitable for use. Further resources were stored in the bedroom upstairs.

The child minder ensures that children have access to a satisfactory range of resources and equipment that are of good quality and suitable to their age and stage of development.

4. Leadership and Management

Summary

We have issued notifications to the child minder relating to the management of the service. This included ensuring all procedures and paper work relating to the service are in place and completed.

Our findings

4.1 How effective is leadership?

We found matters of non compliance and have issued some notifications.

The service does not meet with all the requirements of the national minimum standards or associated regulations. During the visit, the statement of purpose was not in line with regulation, as it did not include the address or opening hours and days. We received an updated statement of purpose following the visit, which met regulatory requirements. The child minder had policies in place, however the Lost/Not Collected Child policy referenced Ofsted, which was not applicable. Policies were not dated and had not been reviewed as of yet. The child minder was not fully aware of the procedures and practices that needed to be in place, for example completing carrying out fire drills. The child minder kept a basic register of the children attending, however did not record their actual hours of attendance. The child minder kept a record of visitors, however did not record the household member as a visitor when they were present during minding hours. Care Inspectorate Wales and parents therefore cannot be assured that the service is well organised and runs effectively at all times.

Leadership of this service is adequate.

4.2 How effective is self evaluation and planning for improvement?

The child minder has no system in place to monitor, review and improve the quality of her service as of yet, however as she is within her first year of operation, a review of her service has not been completed to date.

We found that the child minder did not have a system in place to review her service as of yet. She informed us that she was not aware that a review needed to be compiled on an annual basis. The child minder told us that she would consider and act on feedback received. The child minder informed us she had a good relationship with parents.

The child minder does not have a system to monitor the quality of her service as of yet.

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

The child minder works alone.

The child minder had undertaken suitability checks for herself and household member, such as a disclosure and barring service (DBS) check. The child minder had completed training on understanding how to set up a home based childcare service along with first aid training; however we did not view child protection and food hygiene training certificates. We saw a valid certificate for public liability insurance. She works within the conditions of her registration, which allow her to care for a maximum of nine children at a time. She provides a flexible service.

The child minder manages her resources adequately.

4.4 How effective are partnerships?

The child minder has positive partnerships with parents.

The child minder told us she had a good relationship with parents and discusses their child's day with them on a daily basis as they collected their child. The child minder told us she worked closely with parents to understand each child's needs, likes and dislikes before they started at her service and to ensure that the children settled with her at their own pace. The child minder did not have a record of information regarding the child's routines, favourite toys and sleep patterns. The child minder had sought permission from parents for medication, and visits, however there was no formal written permission in place for photographs. The child minder informed us that she did ask for permission via Whatsapp. The child minder gave verbal and written feedback through Whatsapp about their child's day and forwarded photographs of activities, to the parents. Additionally, parents were informed what their child had eaten along with toileting/nappy changes and how long they had slept for. Parental permission forms were in place for outings and medication. The child minder provided all parents with copies of the relevant policies.

The child minder also takes and collects children from the local school nearby. The child minder informed us that she took the children to the local attractions, such as soft play centre, the local park, town and woods.

We spoke to one parent during the visit and feedback on a parental questionnaire was positive, "My child is enjoying his time with Bettina very much. We are always kept informed and updated on his progress and the service feels very personal and beneficial."

There are positive partnerships with parents and links are being developed within the local community.

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 attends food hygiene training;
- individual hand towels are provided;
- disposable apron and gloves are worn to change nappies;
- activities are planned and children's development is tracked;
- risk assessments are developed further and are specific to areas used, for example the outdoor area and taking children on daily walks to the local school nearby and travelling on outings;
- all policies are dated and a record is kept of when policies are reviewed;
- the child minder start collecting the views of parents and children using your service and a copy of the quality of care review report is forwarded to CIW on completion;
- the child minder ensure children wash their hands before food;
- surfaces are cleaned with anti bacterial cleaner before serving food;
- the fire blanket is wall mounted in the kitchen;
- household member is recorded as a visitor when present during minding hours;
- record is kept of children's personal needs and information;
- the child minder refresh knowledge and understanding of the National Minimum Standards and Regulations and
- further develop permission forms to include photographs as well as emergency medical consent.

6. How we undertook this inspection

This was a post registration inspection undertaken following a concern in relation to the management and leadership of the service, safety of the property and resources. The child minder has been operating since September 2018.

One inspector undertook a visit to the service on 6 December 2018 for a total of five hours. We:

- observed children and the care being provided by the child minder;
- talked with the child minder and one parent;
- looked at a sample of documentation and policies and
- we viewed the premises.

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	Bettina Silsby
Registered maximum number of places	9
Age range of children	Birth to 12 years
Opening hours	Monday to Friday 6:30am to 7pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This was their first inspection following registration in August 2018
Dates of this inspection visit	06 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 ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	

No noncompliance records found in Open status.