



Childcare Inspection Report on

Joanne Crimmins

Cardiff



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Description of the service

Ms Joanne Cremins has been registered to provide care from her home since March 2004. She provides care for up to ten children up to 12 years of age and operates Monday to Friday 8am – 5.30pm. The main language of the service is English, with incidental Welsh words used whilst children play; the service does not meet the criteria to be providing an 'Active Offer' Welsh Language.

Summary of our findings

1. Overall assessment

Children are very happy, secure and comfortable in this child minder's care. They enjoy their play and learning and the child minder provides positive and nurturing care. The child minder provides a very comfortable, spacious, safe and clean environment for the children with good facilities and resources. The child minder runs her service in an organised manner, but needs to ensure that all suitability checks are kept up to date.

2. Improvements

No improvements noted since the last inspection.

3. Requirements and recommendations

We found that the child minder did not meet the legal requirement in relation to ensuring that all household members had appropriate suitability checks. However, the child minder had already taken action to address this.

We made two recommendations regarding operational matters under the care and development and leadership and management themes. These related to the development of an additional policy and a suitability check. More detail is available at the end of this report.

1. Well-being

Summary

Children feel very happy, secure and comfortable in the child minder's care. They know that their preferences and choices are valued and they interact with each other well. They have lots of fun whilst learning through activities, which interest and engage them. Children are able to speak up and are listened to. They are developing friendships, which enhances their enjoyment and play. Children have many opportunities to develop and become independent.

Our findings

1.1 To what extent do children have a voice?

Children can be confident that their communication will be listened to, including non-verbal communication.

Children were able to go and play when they had finished their lunch. When one of them took a little longer than the others, they were not rushed and enjoyed their lunch until they decided they had eaten enough. When an infant became tearful when they were all playing together, the child minder sat them on her lap and included them more in the group game, resulting in the child beaming happily. The child minder talked with two older children about what they would like to play and when they said '*the tap tap box*' they were able to do so. Children were happy to move around the home freely and communicate their needs. They were able to choose from the toys available in the storage boxes in the playroom and were confident to ask the child minder for other toys and resources they could not reach for example, the train tracks. The children knew that the child minder understood their needs and would be responsive to their non-verbal cues, for example, when a child was showing signs of tiredness the child minder asked if they were ready to go for a sleep and their needs were met.

Children have a strong voice

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

Children are relaxed and confident in the care of the child minder.

After a brief period of uncertainty, the children were very confident in our presence, talking to us and sharing their toys. We saw that children enjoyed cuddles and support from the child minder when they sought it. They expressed their enjoyment when playing alongside their friends and there was lots of laughter, singing and chatter.

Children's well-being is good because they are made to feel safe, happy and valued.

1.3 How well do children interact?

Children interact well, in line with their ages and stages of development; they are considerate to others' feelings.

Children used good manners, saying for example, "Yes *please*," when they were asked if they wanted their water. They all helped to tidy up the toys before story time and one of the older children passed a toy to an infant when they noticed that they were looking at it. The children were gentle with each other and shared toys well.

Children interact very well.

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

Children express enjoyment and are interested in the play activities available to them.

We saw many smiles from all of the children, regularly, throughout our visit. An infant smiled and laughed as they looked at a book with the child minder who was sitting on the floor. All children found toys, which captured their interest and engaged them in play. They were able to concentrate with their chosen activity for an appropriate amount of time, for example, building the train track and doing jigsaws. The children engaged in many different activities throughout our visit and they particularly enjoyed the '*tap tap box*' and took their turns well joining in with the rhymes and songs. They were confident to show us what their favourite toys were. Children initiated most of the play we observed. However, the child minder suggested some quiet time before lunch and they enjoyed a story and some singing.

Children are able to participate in play, which they enjoy.

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

Children have many opportunities to develop their individual skills and independence.

Children had opportunities to develop a range of skills during planned activities, free play and the daily routine. For example, children developed their vocabulary through playing a rhyming game, and singing and chatting about the story. They developed their physical skills by constructing towers of Duplo and putting the train tracks together. Older children ate independently whilst an infant was encouraged to use their spoon to eat yoghurt. We saw children show good initiative to develop creatively through independent explorative play. Children's learning and development is enhanced as play is aligned to the principles of the Foundation Phase

Children develop, learn and become independent well.

2. Care and Development

Summary

The child minder is a kind and positive practitioner who clearly enjoys her role. She gives support to children to develop their individual skills, meet their needs and boost their self-esteem. The child minder has established good practices to keep children healthy and safe and create a happy atmosphere in her home.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has sound procedures in place to keep children safe. She encourages a healthy lifestyle.

The child minder had up to date training in safeguarding children, paediatric first aid and food hygiene. She was familiar with the 'Prevent' strategy and had produced a policy on this. However, there was no policy on the use of IT and social media in place, which would provide assurance to parents that their children were safe. The child minder gave parents copies of all her core policies and signatures on children's records confirmed this. She had reviewed all of her policies and procedures in February 2019. There were consent forms in place for emergency medical treatment, outings, photographs, observations, and transport in the family car.. She kept detailed records regarding accidents and the administration of medication, parents had signed these records. The child minder followed good hygiene procedures when changing nappies. The child minder supervised the children well during our visit and gave them safety reminders, such as to wait for her as they went up the stairs and to stay sitting whilst finishing their lunch. She had a first aid kit available in the kitchen. She conducted regular fire drills with the children.

The child minder effectively keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a good role model 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. The child minder was calm with children, recognised, and intervened when she needed too. She calmly talked to them about sitting nicely whilst eating. We heard her say *'thank you'* when a child passed toys to her when they were tidying the playroom and also say *'thank you for sharing'* when two of the children wanted the same toy.

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.

The child minder joined in with children's play and we heard plenty of encouragement. We heard the child minder encourage a child to eat a little more yoghurt before she took them out of the highchair. We saw her engaging in floor play with the children and she encouraged the children to complete the jigsaws and build a tower with the construction blocks. Before lunch they had circle time and the child minder read stories, and encouraged children to join in singing '*five little ducks*' '*twinkle twinkle little star*' with the resources she had made. The child minder told us that she takes children to the library, playgroups and visits the parks and soft play areas in the local community often with friends who are child minders. This increased children's opportunities for socialisation. The child minder knew the children in her care well; she was able to share information about the children such as their particular needs, likes and dislikes.

The child minder recorded the development of children of all ages incorporating the Foundation Phase and her own comprehensive observational records. She planned interesting activities around a theme, which covered the range of skill areas. Examples of the activities that the child minder had planned and provided, which we saw in planning documents, included: planting and cooking activities, visits to the park, and a local garden centre, painting and craft activities, walks. She was very aware of children's skills and the next step in their development. She supported them well in their play, seizing opportunities to develop their individual skills. For example, the child minder supported a child aged between one and two years to stack construction blocks. She clapped and celebrated with the child when they succeeded, saying, "*how clever.*" She also used this as an opportunity to introduce colours and numbers quite naturally in the play. Although she was not Welsh speaking, she took a number of opportunities to incorporate the Welsh language during play.

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

3. Environment

Summary

Children are cared for in a house that is comfortable, safe and stimulating. She provides good quality equipment and a resource for children's play. There is a dedicated spacious playroom and open plan living/dining room. Children use the upstairs bathroom. The garden is on two levels and secure for children's play.

Our findings

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

The child minder keeps the premises safe, clean and tidy.

The child minder had completed risk assessments for the environment and as well as monthly review; she undertakes a daily visual check at the start of each day. We saw that there were safety measures in place such as stair gates at the bottom of the stairs and a gated area in the dining room to prevent the dog entering areas where children played. The door to the service was locked throughout the time of our visit. The child minder asked us for identification. All areas of the child minder's house to which children had access were clean and well maintained. The last monthly fire drill took place on the 15 February 2019. A service of the gas boiler took place on 1 October 2018. All of the childcare areas were clean and well maintained.

The child minder has effective risk management procedures in place to keep children safe.

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

The child minder provides space and facilities to meet children's needs.

The child minder provided plenty of play space for the children in the playroom and the open plan lounge/dining room where children did table top activities and ate their snacks and meals. There was a sofa available in the playroom on which the children could relax as well as two sofas in the lounge. The child minder used her three bedrooms for the children to sleep, which were clean and quiet. Each child who had a sleep on the day of our visit had a separate room in which to sleep in travel cots. The child minder also provided outdoor space for the children in the safe and secure garden, which was accessible from the dining room; it was on two levels and had a space for older children to play ball games as well as a sand pit, playhouse and a range of outdoor toys. The bathroom was on the first floor and the child minder used liquid soap and had a potty available for those children being toilet trained. She ensured that play resources were stored at a low level in the playroom so that children could access them independently.

The child minder provides a very child friendly environment and has a child centered approach to ensuring the suitability of the environment.

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

The child minder ensures children have access to equipment and toys suitable for their needs.

A table and chairs within the dining room meant that the children could sit together to eat and participate in craft activities. Facilities such as high chairs were available for the younger children and this ensured they were safe whilst sitting at the table. A spacious hallway leading to the lounge and directly off the playroom provided additional storage for craft resources, coat hooks for children and a space for children to enjoy the tepee which the child minder put up whilst we were there. The child minder provided toys, which were suited to the ages of the children, such as musical instruments, play dough, construction toys, stacking and sensory toys, push along toys and a tuff tray. She also made her own resources to fit with the themes, such as resources for singing and rhymes and display boards of children's crafts. The child minder had a range of car seats to suit the different age groups to ensure she was transporting children in the safest possible way. The child minder offered children toys, which were developmentally appropriate for their age. Single and double buggies, travel cots and high chairs were also available.

The child minder provides a wide range of toys, resources and equipment, which are of good quality.

4. Leadership and Management

Summary

The child minder has established processes for managing her business. She has good partnerships with parents who are very happy with the service that she provides. The child minder is motivated and clearly enjoys her role. She maintains most of the required records and documentation; her paperwork is very well organised. She has the qualifications required for the role and her core training is up to date. The service is provided in English, but she takes every opportunity to promote the Welsh language, but is unable to offer the Welsh language Active Offer.

Our findings

4.1 How effective is leadership?

The child minder creates a positive ethos where children feel valued and she strives to promote good outcomes for children.

The child minder had a statement of purpose in place, which was informative to parents, met regulations and reviewed in January 2019. She has most of the required policies and procedures, reviewed in February 2019. We looked at sample of the child minder's policies, including policies on child protection, behaviour confidentiality and complaints and found that the child minder had included relevant information; they were child focused and in line with the General Data Protection Regulations (GDPR). The child minder maintained a register showing that she worked with the guidelines for age ratios and numbers of children present on each day. Parental consent forms, contracts, and incident and accident records were in place. All children had a learning journal, which charted their development.

Leadership is good.

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

The child minder has a system in place for reviewing her service. She values feedback from parents and children.

We saw the current quality of care report completed in 2018. The review was comprehensive, thorough and included plans to improve and develop the service. However, it did not fully reflect parental views as the information in the questionnaires did not always provide them with the opportunity to share their thoughts as. The questionnaires mostly asked 'closed' questions therefore limiting the richness of parents' views.

Self-evaluation and planning for improvement is developing.

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

The child minder manages her business well and mostly obtains the necessary checks.

The child minder had ensured that her disclosure and barring service (DBS) check was valid, dated 25 August 2016 and she had signed up to the update service. However, the DBS for a household member had expired and had not been renewed. She fully understood her responsibility to inform CIW of any changes to household members. The child minder told us that she seeks any required advice and support from organisations with expertise in early years and friends who are child minders. A valid public liability insurance certificate was available. The child minder used her vehicle to transport children; the car had valid insurance and an MOT.

The child minder manages her business to ensure good outcomes for children.

4.4 How effective are partnerships?

The child minder has positive partnerships with parents.

The child minder told us that she shared her policies and procedures with parents and we saw signatures on children's records that confirmed this. The child minder takes children on outings to the local soft play centers, parks, library and local playgroups and regularly meets up with friends who are also child minders. We saw evidence that the child minder worked in partnership with parents in managing children's allergies and health needs.

The child minder has positive partnerships with parents and is committed to working together for the children's well-being.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

We notified the child minder that the service was not compliant with the following Regulation: Regulation 20 (2) (a) of the Child Minding and Day Care (Wales) Regulations 2010: The registered person must ensure that every person who has attained the age of 16 and who lives on the premises is suitable to have contact.

We did not issue a non-compliance notice because we did not find, on this occasion, that there was any adverse impact on the well-being of the children.

5.3 Recommendations for improvement

We made the following recommendations to the child minder:

- to produce a policy on the use of IT and social media and
- to confirm to CIW when her partners DBS check has been received.

6 How we undertook this inspection

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

- One inspector carried out a short notice inspection lasting approximately four hours;
- we had discussions with the child minder about the service;
- we observed the children and the care which they received;
- we looked at a wide range of records including registers, children's records, policies and procedures, safety records, and the statement of purpose;
- we inspected the premises and
- we gave verbal feedback at the end of the inspection.

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	Joanne Crimmins
Registered maximum number of places	10
Age range of children	0 -12 years
Opening hours	8am - 5.30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 July 2016
Dates of this inspection visit(s)	04 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 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 their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information:	