



Childcare Inspection Report on

Marsha Preston

Pontypridd

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

19 March 2019

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Description of the service

Marsha Preston was originally registered as a child minder in March 1997. She cares for a maximum of six children aged under 12 years from her home in Beddau, Pontypridd. The service operates Monday to Friday from 7:30am to 5:30pm. The child minder has very recently notified us that she now has an assistant to help out at busy times. The main language of the service is English.

Summary of our findings

1. Overall assessment

Overall, Care Inspectorate Wales (CIW) found that children are settled and happy at this service. They enjoy a good variety of play activities with the child minder in her home and the local community. Children are cared for by a caring practitioner in a warm and comfortable environment. The child minder maintains suitable partnerships with parents and manages her business satisfactorily. The child minder needs to make some improvements under the care and development, environment and leadership and management themes.

2. Improvements

Following the previous inspection, the provider has:

- attended training on the positive behaviour management of pre-school children and provided her certificate;
- maintained accident and incident records in a book and
- ensured that the exits to her house are kept locked at all times when children are minded to ensure their safety and security.

During the course of this inspection, the provider has:

- as a result of being notified that she was non-compliant with regulations, taken immediate action, to devise and complete risk assessments and updated her statement of purpose.

The provider has also:

- confirmed that paper towels are now used for hand drying;
- evidenced that gloves are used when nappy changing tasks are undertaken;
- provided her heating test certificate;
- evidenced that fire drills are now practised and recorded;
- confirmed that records are maintained of visitors and household members present when child minding takes place;
- provided her child protection training certificate;
- provided her vehicle insurance documentation and
- forwarded a copy of her quality of care report to CIW.

3. Requirements and recommendations

We made some 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 have a good voice and feel safe and happy. The children are developing relatively well and are learning to share and become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to make choices and to express themselves.

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 vehicles and dolls. We heard children ask to watch their favourite TV programme and ask for their comforter when they were tired. Children's body language was acted upon. For example when a younger child was seen to be tired, they were taken for their nap. 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 settled and have a good relationship with the child minder.

Children were happy and settled, including new children. We saw that children had good bonds of affection with the child minder, approaching her for comfort and reassurance. For example, we saw the child minder cuddle a child when they approached her. Children responded positively with smiling faces when they were praised for their efforts, such as finishing their lunch and correctly identifying animals.

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 play alongside each other well and on occasions play together with the toy animals. Children were considerate of each other, we saw them share the dinosaurs. We saw them interact confidently and were relaxed with the child minder and her family. Children approached the child minder with ease to ask for items, such as their comforter. Children were encouraged to communicate using the Welsh language.

Children interact well.

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

Children are interested in their play activities and enjoy free play.

We saw that children enjoyed their time with the child minder, they eagerly played with the dinosaurs and enjoyed sliding the cars across the floor. We saw that children followed their own interests and mainly enjoyed to play alone, however, on occasions they played together for short periods, which was developmentally appropriate for their ages. We saw that children liked to sit their dolls on the sofa with them to watch their favourite TV programme. A child thoroughly enjoyed the challenge of identifying the animals displayed on a calendar and the praise they received for doing so. Children had access to a suitable supply of age appropriate play resources.

Children enjoy their play.

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

Children are motivated and are developing their individual skills.

Children ate their packed lunch independently with the child minder on hand to offer support if necessary. Younger children received support with their eating. We saw children independently climb up and down the stairs using the method of their choice, such as to hold onto the banister or to sit on each step. We heard children confidently and correctly identify animals and the sounds they made. Children had good opportunities to develop socially when they interacted with other children at the local playgroups.

Children are developing, learning and gaining independence well.

2. Care and Development

Summary

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 keeps children safe and healthy. The child minder needs to make some minor improvements under this theme.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder mainly keeps children safe and healthy.

The child minder prioritised safeguarding as she was aware of her duties and responsibilities to report any concerns. She told us that she was also familiar with the Radicalisation and Prevent Duty guidance. The child minder provided snacks and drinks but children brought their own packed lunches. The child minder gave children safety messages, for example she reminded children to be careful when sitting on the chairs. The child minder followed relatively good hygiene procedures, she encouraged children to wash their hands before and after lunch, however, she told us that only one hand towel was used to dry children's hands. We also saw that she did not wear gloves during nappy changes and we saw her blow on children's food to cool it down.

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 and promotes positive behaviour.

The child minder managed interactions well. We saw that she constantly talked to the children and encouraged them to be considerate of each other. 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.

The child minder had obtained information about the children's needs and interests prior to them starting at the service. She observed the younger children to ensure that their needs were met. For example, she asked children that were toilet training if they needed to visit the toilet. She told us that children really enjoyed learning about animals and they watched animal documentaries. The child minder told us that children complete tasks such as colour matching, counting and were involved in story time. We heard children count the stairs as they climbed them and used the Welsh language. The child minder told us that

she had experience of working with children with learning disabilities and had also used her knowledge of Makaton with children to support their speech and language development. The child minder told us that she regularly takes children to various places such as soft play centres, playgroups, local parks and nature walks so that they remain active and had opportunities to socialise with others.

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

3. Environment

Summary

The child minder provides a warm and homely environment. She offers a selection of resources to children which they can access independently. She promotes some diversity and multi-cultural awareness. The child minder needs to make some improvements under this theme.

Our findings

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

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

The child minder ensured that the environment was mainly safe and secure as she locked the main door. The child minder did not have risk assessments in place, however, she told us that she visually risk assessed her home. The child minder told us that the heating was tested in June 2018, however, the heating test certificate was not available at the time of the inspection. A fire blanket was positioned behind the kitchen door but the child minder told us that she had not practised and recorded any fire drills. She did, however, tell us that she talked to the children about her fire evacuation procedures. Safety equipment such as safety catches were placed on the kitchen cupboards, a baby monitor was in place and safety gates were positioned at the top and bottom of the stairs. The child minder had registered with the Environmental Health department for food hygiene.

The child minder ensures that the environment is adequately 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 the living room for play time, used a first floor room for nap time and used the dining area in the kitchen for messy activities and to eat meals. Children used the rear split level garden (mostly the decked area) for some fresh air and outdoor play, however, the child minder told us that she rarely used the garden as she regularly took the children out into the local community. Children had access to a first floor bathroom.

The child minder 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 sufficient 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 their age, needs and development. These were in good condition and

clean. Resources such as baby toys, soft toys, dolls, educational items, zoo animals, dinosaurs, books and vehicles were available to the children. The child minder told us that she has a large selection of toys and therefore rotates them weekly. The child minder told us that as well as celebrating the traditional festivals, she also celebrated some of the wider world festivals, such as Chinese New Year and Hanukkah and has also learned about the culture of Zimbabwe. She had some items such as puzzles, books, Welsh, Hebrew and African CDs and dolls depicting various nationalities and diversity.

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

4. Leadership and Management

Summary

The child minder has appropriate partnerships with parents. She has mostly effective record-keeping systems in place. The management of the business is adequate. The child minder needs to make some improvements under this theme.

Our findings

4.1 How effective is leadership?

Overall, the child minder strives to comply with the relevant regulations and national minimum standards. She maintains policies, procedures and records adequately.

The child minder had a statement of purpose in place, however, some information was missing such as address and contact number and it needed updating with child minder's new assistant. She maintained a range of policies and procedures, however, she had not dated most documents for validity and review purposes. The child minder maintained a range of children's records such as a register, information forms, parental consent forms, emergency medical consent forms, contracts and incident and accident records. She had consent for the administration of medication and kept records in the children's daily diaries but did not keep any medication records for herself. The child minder kept daily diaries for younger children and told us that she regularly keeps parents informed about their child's day verbally and via social media. She told us that she had purchased the 'Kinderly Early Years Education' app so that she could record, plan and share children's learning and development, however, had told us that she had not used the system for some time. The child minder told us that she had not been using a visitors' book, however, at the time of the inspection, she used her diary to record visitors and agreed to continue with this practice for future visitors. A valid public liability insurance certificate was available. The child minder used her vehicle to transport children, however, the vehicle documentation was not available for inspection.

Leadership is adequate.

4.2 How effective is self evaluation and planning for improvement?

The child minder 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 had received some questionnaires in preparation for her annual review and was in the process of producing her report for this year. The child minder had received positive feedback such as, '...loves the morning she spends with Marsha', 'fantastic over-all', '... is developing excellent social skills', 'Marsha is very approachable and communication is excellent' and 'she is exceptional and we love her'. The child minder agreed to provide a copy of her quality of care 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 was aware of her conditions of registration. She ensured that all adult household members held valid Disclosure and Barring Service (DBS) certificates. The child minder told us that she had recently renewed all the core training in first aid and food hygiene and child protection. However, the child protection certificate was not available at the time of the inspection. The child minder held an NVQ Level 3 qualification in Child Care Learning and Development and was currently learning the Welsh language. She intend to attend a Speech and Language course in the future and keeps up to date on child development by reading various publications.

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 had positive working relationships with parents and provided regular verbal and written feedback at the end of each session. She shared lots of photos of the children taking part in various activities with us. The child minder provided her policies and procedures to parents and prospective parents. The child minder took children on outings daily to the local community, to places such as the playgroup, soft play centres, various parks and nature walks so that they were involved in a wide range of experiences and to develop holistically.,

The child minder has effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- Regulation 25 (a) The registered person must make sure that all parts of the relevant premises to which relevant children have access are so far as reasonably practicable free from hazards to their safety. **This requirement has been met.**
- Regulation 20 (4) (a). This is because a DBS check has not been carried out for the child minder's son who lives on the premises and who attained the age of 16 years old six months previously. **This requirement has been met.**

5.2 Recommendations for improvement

We recommended that the provider should:

- follow appropriate hygiene procedures when cooling food;
- ensure that policies and procedures are dated for validity and review purposes and
- ensure that a copy of the record of the administration of medication is maintained by the child minder.

6. How we undertook this inspection

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

One inspector visited the service on 9 January 2019 for approximately 3 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children and the child minder;
- provided questionnaires to be issued to parents and children and
- provided detailed telephone feedback to the child minder on 11 January 2019.

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	Marsha Preston
Registered maximum number of places	6
Age range of children	0 to 12 years
Opening hours	Monday to Friday from 7:30am to 5:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 May 2015
Dates of this inspection visit	09 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 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:	