



Childcare Inspection Report on

Sharon Jones

Bridgend



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Description of the service

Sharon Jones was registered as a child minder in March 2005. She cares for a maximum of six children aged under 12 years from her home in Sarn, Bridgend. The service operates Monday to Friday from 7am to 6pm. 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 at other locations, such as the park and the local community. Children are cared for by a calm and caring child minder who provides them with a suitable and comfortable environment. The child minder manages her business adequately. Some improvements are needed.

2. Improvements

During the course of the inspection, the child minder has:

- as a result of being notified that she was not compliant with regulations, taken prompt action to provide CIW with evidence of a valid MOT certificate, current vehicle insurance documents and a current public liability insurance certificate;
- confirmed that policies and procedures have now been dated, however, the complaints policy is not fully compliant and
- provided a statement of purpose, however, it is not fully compliant.

3. Requirements and recommendations

- We have made recommendations which can be found at the end of this report.

1. Well-being

Summary

Children are settled and have a good relationship with the child minder. They enjoy a variety of play activities with the child minder in her home and in the community.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak, make choices and to express themselves.

Overall, children had a good voice and were listened to at the service. Children decided where to play and what to play with. We saw children help themselves to the books in the book corner then move to play with the shape sorter. We saw children choose to have their banana whole rather than be cut up. We heard a child clearly say 'no' when asked if they wanted their socks on.

Children have a sufficient 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. They were confident and relaxed in their environment and with the child minder. We saw children confidently approach the child minder for comfort. Children responded positively with smiling faces when they were praised for their efforts, such as for repeating words.

Children have good attachments to the child minder and feel safe.

1.3 How well do children interact?

Children interact well and are confident in their interactions with the child minder.

We saw children engage confidently with the child minder. Children with limited speech pointed to items and their requests were met. Children's behaviour was good. We heard children repeat 'please' and 'thank you' when requesting and receiving items.

Children interact positively.

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

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

Children had a good choice of resources and freely moved around the playroom and the kitchen/dining area. They really enjoyed their outdoor play, sliding down the slide and had fun putting the play people to bed in the play house. We saw children smiling and giggling during their play sessions.

Children enjoy their play very much.

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

Children have opportunities to develop their skills and are learning to become independent.

We heard children repeat words and count throughout the visit. For example, when placing shapes in the shape sorter and when sliding cars down the garage ramp. Children successfully identified their eyes and nose during an adult lead task. Children independently chose a book and sat on the cushions to look at the pictures. We heard a child mimic story telling whilst turning the pages of the book. Children independently ate their snacks but the child minder was on hand to offer support if necessary.

Children are developing, learning and gaining independence appropriately.

2. Care and Development

Summary

The child minder is caring and nurturing. She knows the children in her care well and responds promptly and appropriately to their needs. She has appropriate behaviour management strategies and interacts with the children well. Some improvements are needed.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, the child minder keeps children safe and healthy.

Safeguarding was a priority. The child minder was aware of her duties and responsibility to report concerns and was familiar with the Radicalisation and Prevent Duty guidance. The child minder mainly followed good hygiene practises, however, she did not wash children's hands prior to snacks. The child minder gave children safety messages such to be careful when a child attempted to climb onto a table.

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 is consistent in her actions. She promotes positive behaviour.

The child minder managed interactions well. We heard the child minder talk to the children at every opportunity asking them what they wanted to play with and giving them choices. The child minder praised children when they helped her to tidy away the toys, when they finished their meal or for their good behaviour.

The child minder manages interactions well.

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

The child minder meets children's basic needs and promotes children's individual interests and development.

The child minder joined in with the children's play. The child minder encouraged children to identify colours, to repeat words and to do things for themselves. The child minder also discussed with the children which noise certain animals made. We heard lots of giggles when children independently attempted to pull the stickers off the sheet. The child minder told us that the children mainly have free play opportunities where they chose what activity they wanted to do and what they wanted to play with. The child minder told us that she did not maintain developmental records, however, she did have forms in place to record information. The child minder had some Welsh displays in the playroom and told us she occasionally used some basic Welsh words, however, we did not hear any Welsh language spoken during our visit.

The child minder promotes children's development sufficiently.

3. Environment

Summary

The child minder provides a mainly safe and secure environment. The children have access to indoor and outdoor areas that provides a range of play opportunities. The child minder provides a good range of toys and equipment. 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, in the main, is safe, clean and secure. Risk assessment are in place, however, the child minder needs to make some minor improvements.

Overall, the premises were safe. The child minder locked the doors and the rear garden was enclosed with fencing. Risk assessments were in place and had been reviewed, however, the risk assessments were basic as they did not reference all identified risks and how the risks were reduced or eliminated. The child minder had positioned safety gates where necessary. The heating test certificate was valid and fire drill records showed that the child minder had regularly practised them. A fire blanket was wall mounted.

The child minder ensures that the environment is effectively 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 premises both indoors and outdoors were welcoming and provided a sufficient environment for play and learning. There was plenty of space and facilities to meet the children's needs, for play time, quiet time and physical play. Children mainly played in the dedicated playroom, the living room was used for quiet time and resting and the kitchen/dinner was used for messy play and meal times. The rear garden was enclosed and regularly used for physical play opportunities and fresh air.

The child minder ensures that the premises are suitable for 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 good quality.

The child minder ensured that children had access to furniture, equipment and toys that were appropriate for the age, needs and development. There was a good range of items and these were well maintained and clean. The child minder told us that she celebrated traditional festivals such as Christmas, however, she had not to date celebrated any wider world festivals. She had some multi cultural items such as dolls and play people.

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

4. Leadership and Management

Summary

The child minder is developing her service and takes action on recommendations. She manages her business adequately. The child minder communicates with parents and they are satisfied with the care provided. The child minder needs to make some significant improvements.

Our findings

4.1 How effective is leadership?

Overall, the child minder complies with the relevant regulations and national minimum standards. She maintains policies, procedures and records sufficiently. Some improvements are needed.

The child minder had a statement of purpose, however, it is not fully accurate and up to date. The child minder had policies and procedures in place, however, they had not been dated for review purposes. The complaints policy did not contain timescales for dealing with complaints. A visitors' book was in place as well as a children's register. Children's records such as contracts, information forms and various consent forms were available, however, some documents were not signed and one form had been completed with the information of two children. The child minder maintained an accident/medication and incident book. The child minder told us that no developmental records were maintained, however, she had forms in place to record information and told us that she would use them in future.

Leadership is satisfactory.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a system in place to review her service.

The child minder had a self evaluation system, which included questionnaires for parents and picture questionnaires for children. The Self Assessment of Service Statement (SASS) part 1 and part 2 had been completed and submitted to CIW. The child minder had produced a quality of care report, however, it had not been dated for review purposes. The child minder reported that feedback was positive and no areas for improvement had been highlighted.

Self-evaluation and planning for improvement is sufficient.

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

The child minder is aware of her conditions of registration. However, some improvements are needed.

The child minder told us that Disclosure and Barring Service (DBS) certificates for all adult household members were in the process of being renewed. The child minder had completed all the core training such as safeguarding, first aid and food hygiene. The child minder had previously completed an Early Years Childcare and Education qualification and had attended other courses such as health and safety and General Data Protection Regulations (GDPR) course. The public liability insurance certificate and vehicle MOT certificate had expired. The vehicle insurance documentation was not available at the time of the inspection. The child minder told us that she would not use her car until it had been tested.

The child minder does not always manage the service effectively.

4.4 How effective are partnerships?

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

The child minder had a folder containing her policies and procedures which she said are available to parents. The child minder used daily diaries to record younger children's meals and brief notes about daily events as well as sharing verbal information on a daily basis. The child minder told us that she keeps in regular contact with parents by means of text messages and she occasionally sends parents photos. The child minder told us that she regularly takes children to the local parks, to the playgroup and on riverside walks.

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 provider should:

- ensure that the statement of purpose is updated and dated for review purposes;
- ensure that children are encouraged to wash their hands before snacks;
- consider re-design risk assessments to ensure they are specific for each identified risk in each area of the property;
- update the complaints policy with the timescales for dealing with any complaints;
- ensure that emergency medical treatment consent forms are in place for each child and signed;
- ensure that various consent forms are completed for each child;
- ensure that all policies and procedures are dated for review purposes;
- maintain developmental records to plan for children's learning and development;
- date the quality of care report for review purposes and
- ensure that vehicle insurance documentation is available for inspection.

6. How we undertook this inspection

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

An inspector visited the service on 14 August 2018 for approximately 3 hours. We:

- observed practise;
- inspected a sample of documentation and policies;
- spoke to the child minder and the children;
- issued parent and children questionnaires and
- provided detailed feedback to the child minder on the 17 August 2018.

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	Sharon Jones
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	Monday to Friday from 7am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 June 2015
Dates of this inspection visit(s)	15 August 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 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:	