



Childcare Inspection Report on

Bridget Williams

Higher Kinnerton



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Description of the service

Bridget Williams is registered to child mind -from a spacious detached house situated in a residential area of Higher Kinnerton. She provides a service throughout the year on Monday to Friday from 7.30 am to 6.00pm. She is currently registered to care for up to eight children under the age of 12 years. The child minder uses a dedicated playroom, the converted garage and the lounge for minding. There is a garden at the rear of the premises for children to play.

The child minder promotes the use of the Welsh language using basic Welsh with the children but does not provide the “Active Offer” in relation to the Welsh language.

Summary of our findings

1. Overall assessment

The child minder is very experienced in caring for children and has been a child minder for 27 years. She has a good relationship with the children and provides a calm environment where children feel happy and relaxed. The child minder has good knowledge of child development and is responsive to individual needs. The premises are very clean and there are lots of different spaces and play equipment which encourages children to learn and be active. The child minder is organised and all documentation is stored appropriately. The child minder has a good relationship with parents and keeps them well informed.

2. Improvements

- The child minder has completed training to support her child minding practice:
- she has provided 3 new policies to reflect changes to the provision and new legislation; and
- has purchased new toys to supplement the toys already provided.

3. Requirements and recommendations

We made recommendations in respect of fire regulations, risk assessments and recording existing injuries. Full details of the recommendations made are available in section 5 of this report.

1. Well-being

Summary

Children, including those who are non verbal are able to make choices and the child minder understands their needs. They are very settled and have a good relationship with the child minder. Children are offered a range of experiences with an emphasis on craft. Children are taken out on a regular basis and are encouraged to learn skills to become independent.

Our findings

1.1 To what extent do children have a voice?

Children communicate their needs and wishes.

We noted children with limited language due to their age and stage of development was able to express choice through pointing, simple sounds and some words. Most of the toys were easily accessible and this allowed the children to make choices. One child made a choice about when to eat lunch and was not under any pressure to eat at a certain time. We were told children attending during school holidays were involved in planning and choosing outings and activities, making sure they had a voice and felt part of the process.

Children are able to make choices and are listened to.

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

Children are settled and happy.

The one child present during the morning moved confidently between the craft area, conservatory and lounge to engage in different activities. For example, after spending some time playing with role play toys, the child moved to the lounge to watch a small amount of an appropriate television programme before moving to the craft area to do some colouring. Children were given advance notice when they needed to get ready to go out to collect from school/playgroup, which allowed them time to get ready without feeling rushed. A timetable and a list of activities helped the children to follow a routine which fostered a sense of security. Children's views about the service were recorded on parental questionnaires and children had made comments such as they love going, they would like to go more and they have lots of fun.

Children benefit from some routine and positive encouragement.

1.3 How well do children interact?

Children are learning to to share and take turns.

We saw children negotiate between themselves to allow one child to have two swords to place in the Pop up Pirates game which another child had wanted to play with on their own.. Two children played in the craft area at the same time, but were happily engaged in their own play, one child with play dough and another colouring.

Children cooperate well with their peers and adults. are learning to share

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

Children are provided with good opportunities to play and learn.

Children have access to a range of toys and games within the playroom including a large kitchen role play area. One child played well with a number of role play toys including the selection of dolls, the pushchair and baby carrier. They were able to indicate which toys they wanted and were “singing” whilst playing, indicating enjoyment. We saw lots of photos of children laughing and smiling and enjoying a wide range of activities including painting dressing up and trips out to local places of interest, including parks. Torrential rain prevented children from playing outdoors, but once the rain stopped a walk to school gave an opportunity for fresh air and exercise. The diary shows children have regular trips to parks and to play centres for physical play. Craft is a regular feature of the day and the children attending after school are currently in the process of completing a number of items in readiness for Christmas.

Children are offered a wide range of activities to stimulate their learning and development.

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

Children are given support and opportunities to become independent.

Children were supported by the childminder throughout the day to become independent. For example, one child was allowed to take their bag into the toilet to get changed out of school wear. The child minder respected their privacy but was on hand to help if necessary. Another child went to the sink in the toilet space to wash their hands following a nappy change, indicating that this was part of the routine to encourage hand washing. One child was praised for putting away a game without prompting and another child was supported to put their own wellingtons on. The child minder encouraged independence by providing coat hooks at the children’s height and putting moveable steps in the toilet area to allow children to access the toilet and to use the sink.

Children are offered good opportunities which help them to learn and develop their independence.

2. Care and Development

Summary

The child minder has completed training in safeguarding but should become more familiar with the safeguarding process. She has a range of policies to support her practices and has developed more policies to reflect changes in the law. The child minder is able to manage interactions and has appropriate boundaries in place to support this. The child minder provides a good range of learning experiences both in the home and in the community.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is aware of her responsibilities in keeping children safe.

We found the child minder had attended safeguarding training but did not respond appropriately to a safeguarding scenario and was advised to revisit the categories of abuse provided as part of the training. The child minder has updated first aid training. The child minder has forms in place to record medication. Incident records were available and had been used on the day of the inspection to record an incident which had occurred at another venue. We discussed the need to record existing injuries when a child arrives from home. The child minder has provided a pet policy to demonstrate how children will be kept safe from the two cats who are part of the household.

The child minder has the knowledge, experience and training to keep children safe.

2.2 How well do practitioners manage interactions?

The child minder is approachable and sensitive to the needs of children

The child minder spent a lot of time on the floor with the children, making sure she was talking to them at their level. She was able to take part in the role play and whilst playing, encouraged language development and counting up to 3. The child minder supported good manners and tidying away toys before starting on another activity. Both promoted good social skills .

The child minder is a good role model for the children.

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

The child minder promotes children's play, learning and development at home and within the local community.

The child minder is very experienced and has completed child care qualifications to support her knowledge of child development. The child minder was very aware of individual needs.

For example, she recognised one child was tired after the weekend and allowed more tv time than usual. The child minder has a file of activities for each month organised around a theme. For example, the theme for July was holidays and the weather. Activities included making windmills and kites and decorating plant pots with shells. There is also a file to record samples of art and craft activities completed by the children. The diary shows children are offered a good range of activities. For example during the week beginning 12 November 2018, the children were offered activities including junk modelling, dancing to music and dressing up. The child minder provides a file for each child to record developmental stages. She stated, she uses the information to move children to the next stage or to provide further activities to allow children to reach a certain stage. For example, by providing more opportunities to use scissors for a child to meet this stage of development.

The child minder has a good understanding of the importance of play and how to promote learning to meet individual needs.

3. Environment

Summary

The child minder cares for children in a safe, clean and secure environment. There is sufficient space both indoors and outside to meet the needs of the children. The child minder ensures that children have access to furniture, and toys which are appropriate for their age and stage of development. Toys and equipment are in good condition and stored so they are easily accessible.

Our findings

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

The child minder provides an environment which is clean, well maintained and is safe for children.

We found good systems in place to keep children safe. The door at the front of the premises is kept locked with the key out of sight of children, and there is a record of visitors. The garden area is fully enclosed, which prevented children from leaving the garden. There is evidence to show the child minder is aware of risks within the home and has taken action to minimise the risk, such as providing a stair gate to prevent access to the hall and stairs. The child minder records when the fire alarm is tested monthly in the daily diary. Fire drills have not been completed in recent years and it is recommended these are reinstated to make sure children are familiar with the evacuation procedure. The child minder was reminded of the need to place the fire blanket so the straps can be pulled easily to release the blanket in an emergency. The child minder had evidence to show the gas boiler has been serviced within the last twelve months. Risk assessments for outings and visits to local venues were not available at the time of inspection

The child minder is able to demonstrate and provide evidence the premises are well maintained and safe.

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

The child minder provides different areas for children to play and learn in a comfortable and well maintained environment.

Children have a dedicated playroom which provides space for floor play and a comfortable settee for stories and relaxing. The room includes a wooden kitchen for role play. This room has direct access to the garden and doors are often left open for children to choose to be indoors or out. There is a table and chairs in the converted garage, which the children use for mealtimes, craft activities and board games. Toys are stored in storage units in both rooms with some toys easily accessible to children allowing for free choice. Children can use a bathroom on the ground floor, where soap and individual towels are provided for handwashing.

The child minder creates a warm and welcoming environment for children to play and learn.

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

The child minder cleans, reviews and purchases new toys to meet the needs of the children attending.

The child minder has purchased new toys during this inspection year and these include two new games, role play figures, hama beads and more craft materials. There is a selection of toys made of natural materials such as a wooden train set, jigsaws and a wooden play kitchen. Children have a selection of wheeled toys suitable for different age groups and other toys for outdoor play, including a sand pit and water tray. The child minder has a hygiene policy which includes a cleaning schedule for toys. For example, the policy states soft toys and dressing up clothes are put in the washing machine each week, which demonstrates good hygiene procedures.

The child minder ensures resources are of good quality and suitable condition.

4. Leadership and Management

Summary

The child minder is experienced and familiar with the National Minimum Standards (NMS) using them to inform her quality of care review. The child minder has systems in place to monitor the service. The child minder has good relationships with parents.

Our findings

4.1 How effective is leadership?

The child minder manages her service efficiently, keeping records safe and confidential. The child minder is aware of the responsibilities of her service and is mindful of the need to meet the regulations. The statement of purpose is regularly reviewed and is displayed on the noticeboard in the craft area. We examined all of the children's files and found all but one had relevant information recorded, such as allergies, preferences, home contact and telephone numbers. The child minder uses a daily diary to record the attendance times. Personal information is stored appropriately and confidentially.

The child minder is organised and aware of confidentiality.

4.2 How effective is self evaluation and planning for improvement?

The child minder evaluates her service and provides an annual review of the quality of care.

Parents were asked to complete questionnaires in order to provide the child minder with their views about the service. We read the comments received and they were very positive and included comments about their children being happy and settled and enjoying the homely environment. Parents were asked to talk to their children about how they feel and they all felt happy to attend and they have lots of fun. The child minder had reflected on the comments made by parents and had made some changes to her service, such as providing written information about the child's day up to school age. The child minder was aware of the data protection changes and had provided a policy to reflect the changes. The child minder had undertaken other training such as an update on the 'New Inspection Framework' and attended a Childcare and Play provider event to keep her knowledge of regulatory requirements up to date.

The child minder is able to reflect on the service provided and make changes as a result.

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

The child minder manages current resources effectively.

We found the child minder to be suitably experienced and qualified in child care. Since the last inspection, the child minder has updated her first aid qualification and her knowledge of safeguarding. DBS (disclosure and barring service) documents for the child minder and her husband were available and current.

The child minder keeps up to date with statutory training and DBS certificates with evidence available.

4.4 How effective are partnerships?

The child minder has a good relationship with parents and keeps them informed about their child's well-being and progress.

Parents of pre school children receive a printed sheet where information about the child's day is recorded including toys and activities and snacks. Photographs and samples of craft work is included in the developmental file and parents receive this file when their child attends nursery school. We saw information provided by parents about a child's individual routines and their needs. The child minder uses social media as a means of providing feedback if necessary. The child minder meets regularly with other child minders for mutual support and is a member of a professional organisation.

The child minder works in partnership with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend the child minder should consider;

- Practising emergency evacuation procedures regularly with children ;
- positioning the fire blanket so that the tapes can be easily pulled to release the blanket in an emergency;
- providing written risk assessments for any outings and;
- completing a personal detail form for all children.

6. How we undertook this inspection

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

One inspector visited the service on Monday, 3 December 2018 from 9:35 am – 12:30 pm and 13:35 pm – 14:20 pm:

We:

- We observed the children and the care they received;
- we spoke to the children;
- we spoke to the child minder;
- we read parent questionnaires, sent out by the service;
- we looked at some records including policies, procedures, children's records and registers and
- we inspected the premises and the quality of toys and resources.

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	Bridget Williams
Registered maximum number of places	8
Age range of children	0 to 12 years
Opening hours	7.30 to 18.00 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 July 2015
Dates of this inspection visit(s)	3 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?	No. The service does not provide the Welsh language "Active Offer" because it is situated in a primarily English speaking area.
Additional Information:	