



Childcare Inspection Report on

**Gillian Bishop
Cardiff**



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3 January 2019

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Description of the service

Gillian Bishop is based in Cardiff. Her service is provided from her home and operates five days a week from 7.30 until 6.30 pm the service is flexible and hours can change based on the needs of the children. The child minder is registered to care for a maximum of ten children and she has been registered since 2004. The service is provided through the medium of English with some incidental Welsh.

Summary of our findings

1. Overall assessment

We found that children enjoy their time and are happy to attend.

Children enjoy a warm relationship with the childminder in an environment which is tailored to meet their needs. Parents and children benefit from a reliable service. Children are safe, can learn, play, and are encouraged to become independent as far as their additional needs allow.

2. Improvements

The play room has been refurbished.

3. Requirements and Recommendations

Regulation 16(1): a quality of care report had not been completed at the time of the inspection but was received on 3 December 2018.

We did not issue non-compliance notices on this occasion, as we did not find that this regulatory breach had a negative impact on the well being of the children.

1. Well-being

Summary

Children are happy and benefit from the calm and reassuring care provided by the childminder. Children enjoy a warm and comfortable child focussed environment which enhances their play and learning experiences. Children responded positively to the childminder and feel safe when they are in her care with. Children are used to the child minders home and can relax and enjoy the one to one experience she offers.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to express themselves. The child minder acknowledges all forms of communication from the children even where these may be non-verbal. All children are encouraged to make choices about their play. We saw the childminder praise children for making a choice and pointing to toys they wished to play with. Children were happy playing with the fire engine and beat box and we saw that they chose these themselves.

Children are guided to make choices and their needs and behaviour are acknowledged and responded to.

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

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. We saw that they enjoyed the praise and encouragement they received in all their activities. Children expressed enjoyment, and we saw them smiling at the child minder content to play with their chosen toys.

Children are well settled, happy, and feel valued.

1.3 How well do children interact?

Children interacted with the child minder in an appropriate way. The majority of communication we observed was non verbal. We observed a child smile and happily take the child minder's hand when they were collected from nursery.

Children interact appropriately in line with their stage of development.

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

Children enjoy their play.

Children enjoyed playing with a fire engine and smiled when the child minder made the “nee naw” noise. They also liked the “Beat Box” which danced and sang and the child minder told us that sometimes they would dance to the beat. We saw pictures of children visiting Cosmeston lakes and St Fagans and the pictures showed them laughing and happy in a different environment.

Children enjoy their play.

1.5 How well do children develop, learn and become independent

Children make suitable progress based on their individual stages of development.

We saw children experimenting with pressing buttons on toys to make a noise and eating some of their meals unaided. Children like to be in the car and visit places like St Fagan’s, Dyffryn gardens and especially Cosmeston lakes where they enjoy throwing bread for the ducks. Every week is planned depending on the individual needs of the children and where they are most comfortable. Some children enjoy being in the dedicated play room, converted from the garage, but most prefer being taken on trips to places where they are familiar with as evidenced in the child minders photographs.

Children are guided and encouraged to develop and learn.

2. Care and Development

Summary

The child minder provides a good variety of activities which the children enjoy. She respects the children in her care and is able to meet their needs through her detailed knowledge of their abilities and needs. Children remain safe and healthy because the child minder has a good understanding of her responsibilities enjoys caring for the children. Her knowledge of the children and their families enhances their overall well-being.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures that the service's policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. The child minder had good knowledge of child protection issues and talked us through the process of escalating any concerns. The child minder promotes good hygiene and there is a discreet nappy changing area available. The child minder had a good system to record ant medication that is administered, along with a record of any accidents. Records showed that fire drills are undertaken and equipment checked.

The child minder keeps children safe and healthy and there are good policies and procedures in place to support this.

2.2 How well do practitioners manage interactions?

The child minder is a good role model. She is calm and reassuring and uses a consistent approach to interact with the children. The child minder knows the best ways to calm children who are distressed. We saw the child minder sensitively respond to the child present in a way which met their needs, and she was able to describe the differing strategies she uses with different children.

The child minder manages interactions effectively and this has a positive impact on children's well-being.

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

The child minder provides a nurturing and caring environment in which children's

free choice of play is promoted and their needs are met.

The child minder responded to the children with affection and the children were very comfortable in her care. The child minder spends a lot of time out with the children visiting the lakes or Pets at Home and sometimes going to McDonalds for chips, depending what the children most enjoy. The children all have a care plan which is overseen by CHAD and this provides very detailed information which the child minder follows effectively.

The child minder effectively promotes children's well-being through play and learning and her understanding of children's individual needs.

3. Environment

Summary

Children benefit from an environment which meets their needs. They are able to access a variety of resources indoors and can play in the very well-equipped playroom which has been recently refurbished. The children are able to go out of the play room into the small garden when the weather is suitable, and can access age and ability related toys and equipment. The environment provides suitable furniture for children. The play room is used for most activities; messy play, painting and general free play. The living area is also available and the child minder was in the process of rearranging the wide range of toys to maximize the space available to the children. Although the garden is small children play outside in good weather.

Our findings

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

The child minder ensures that all areas used by children are safe and well maintained. The child minder had identified and addressed risks in her home, and risk assessments are undertaken. The front door was locked and a visitor's book was available to sign. Smoke alarms and a fire blanket were in place and accessible. All insurance cover was seen and was up to date.

The child minder checks and ensures the safety of the environment for children in her care.

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

The child minder provides an environment which is very welcoming, with space available for children to play and learn. The child minder has maximized the space for children by creating a playroom which is very well resourced and meets the wide range of individual needs of the children in her care. Children have access to suitable resources and equipment.

The child minder provides an environment which is well resourced and suitable for children to explore and enjoy.

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

The child minder routinely quality checks the toys and resources so that they are safe and well maintained. The resources and equipment available in the play room are appropriate and reflect the needs of the children and their preferences. The child minder was in the process of sorting through toys in the living room to make more space for children who like being in the house.

The child minder rigorously checks to ensure resources and equipment are of a good quality.

4. Leadership and Management

Summary

The child minder provides a very reliable service that is very well organised. A good range of policies and procedures are in place, which outline the service and this ensures that parents are well informed about what to expect before the children are placed. The child minder meets with parents and staff from CHAD to ensure that she can meet each child's specific needs before they begin attending.

Our findings

4.1 How effective is leadership?

The service is well run, organised and efficient. The child minder's Statement of Purpose is clear and she confirmed that it is shared with parents. Policies and procedures are also available for parents to read or take home and are reviewed on a six monthly basis. Systems are in place to record accidents and incidents and the administration of medication. We did not see a quality of care report on the day of the inspection but the child minder sent a completed version to CIW before the publication of this report.

The service is run efficiently and record keeping is clear.

4.2 How effective is self evaluation and planning for improvement?

The childminder reviews her service annually, and following the inspection has used this information to complete a quality of care report. She has devised questionnaires for parents. We saw very positive thank you cards from parents about the care their children receive.

Self evaluation and planning should be considered in a more timely fashion based on the quality of care report being undertaken earlier in the year.

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

The child minder is effective in managing her own time and has a wide range of skills to provide a specialist child care service. She plans activities responsively to ensure that children's needs are always met in a timely manner and the calm and relaxed care environment has a positive impact on the children's mood and their interactions. There are contingency plans in place to deal with emergencies. The child minder and members of her household have current Disclosure and Barring checks in place. Safeguarding and first aid training was up to date. The child minder is keen to review her own training needs and

develop her knowledge and regularly checks if there are any courses she can attend which may help to improve her service.

The service is well organized and this has a positive impact of children's experiences.

4.4 How effective are partnerships?

Children's needs and preferences are identified well and parents know how these will be met. Before a child is placed by CHAD detailed information on each child is provided as well as a meeting with parents and children to get to know each other. Feedback and thank you cards reflect how happy and confident parents are with the care afforded to their children and they really value the opportunities and experiences each child enjoys.

Partnerships are strong.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

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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 for approximately four hours. We:

- Observed the children and the care they received;
- Observed one child
- looked at a wide range of records;
- had a discussion with the child minder;
- looked at responses from parents in respect of the care their children received in response to the questionnaires from the quality of care review.

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	Gillian Bishop
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:30 to 6:30 Monday to Friday with flexibility to change dates and times.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 June 2015
Dates of this inspection visit(s)	27 November 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 which 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 the service. We recommend that the service provider considers the Welsh Government’s “More Than Just Words” strategic guidance for Welsh Language in Social care.
Additional Information:	

No noncompliance records found in Open status.