



# Childcare Inspection Report on

**Donna Young**

**Barry**



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## **Description of the service**

Donna Young has been registered as a child minder with the Care Inspectorate Wales (CIW) since 2004. She provides care for up to ten children under the age of 12 from her home in Barry. The operating hours are 7.30am to 5.45pm Monday to Thursday. The language of care is English.

## **Summary of our findings**

### **1. Overall assessment**

Children are cared for by a gentle and kind child minder. Children are well settled and have formed positive attachments to the child minder. They are looked after in a safe and stimulating environment with plenty of space indoors and outdoors. Parents are happy with their children's care and the service provided. The child minder plans for improvements, acts on recommendations and manages the service effectively and efficiently.

### **2. Improvements**

The child minder has purchased new equipment and toys such as; soft flooring, toy storage unit, tuff tray and stand.

### **3. Requirements and recommendations**

We made a recommendation about fire drills which can be found at point 5.2 at the end of the report.

# **1. Well-being**

## **Summary**

Children are safe, settled and happy at the service. Children enjoy their play and have opportunities to be independent. They are learning and developing well.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are listened to and are able to make choices and decisions.

Children had a choice of activities and confidently crawled or walked around the playroom. They chose to play with blocks, cars, to look at books with the child minder or explore the utensils in the roleplay kitchen. Although the children were young and non-verbal they made themselves understood through actions and expressions. The child minder responded to babblings, gestures and facial expressions positively. For example, one child rubbed their eyes and the child minder asked if they were tired. The child was placed in a comfortable buggy and fell asleep promptly. During lunch, the child minder helped feed the children. The child minder responded to the children's gestures and facial expressions. For example, when one child turned their head slightly the child minder responded by asking, "Have you had enough?" Although the child was offered another spoonful, the child minder's approach was gentle and slow as she responded to the cues that the child did not want any more food.

Children have a clear voice at this service.

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

Children are safe, relaxed and well settled. They have a warm relationship with the child minder.

Children were very relaxed at the service. One child contentedly lay on the floor, kicking their legs up and down. Children fell asleep and woke up happily. They cuddled the child minder at various times during our visit before happily continuing to explore their environment. They babbled cheerfully to themselves as they pushed cars down a ramp. Children cuddled the child minder whilst she read a story and sat in her lap.

Children are well settled, happy and relaxed. They have formed positive attachments to the child minder.

### **1.3 How well do children interact?**

Children are learning to manage their behaviour. Young children are beginning to share.

Young children played side by side. They happily explored their environment for example, taking out utensils from the role play kitchen and banging them together as they contentedly sat side by side. One child carried cups and jugs from one area to another. They then handed one of the jugs to their friend, who smiled. They took turns

to push cars down a ramp and to build a tower of cups with encouragement from the child minder.

Children are beginning to interact positively.

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

Children enjoy following their own interests and having free choice of activities.

Children confidently moved around the playroom and got out toys, as they wanted. They explored the tuff tray that contained a variety of green coloured toys. One child happily took out small plastic people from a basket one by one before putting them back in the basket. They carried toys from one basket to another and enjoyed exploring the contents of the different baskets. They pushed cars down a ramp, picking up the cars at the bottom and repeating the game.

Children enjoy the free play opportunities available to them.

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

Children are developing their skills and learning to be more independent.

Young children independently accessed resources themselves, getting out toys as they wanted. They helped turn the pages of a book. At lunchtime, children attempted to feed themselves, as the child minder refilled their spoon. They were able to feed themselves grapes and drank from beakers and bottles independently. Children were encouraged to tidy up and enjoyed placing toys in baskets.

Children are motivated to develop and become independent.

## **2. Care and Development**

### **Summary**

The child minder promotes healthy lifestyles and is effective at keeping children safe. She has policies and strategies in place to promote positive behaviour. The child minder is committed to meeting the individual needs of children in her care and plans activities around various themes.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder implements safety policies and procedures.

The child minder has a good understanding of child protection procedures and has up to date training. She clearly outlined her response if she had any concerns. She was aware of the duty to prevent children from radicalisation and had incorporated this aspect into her safeguarding policy. The child minder had prepared risk assessments for the indoor and outdoor area as well as visits to the community. Records evidenced regular fire drills but not all children had taken part. She had registered with the local food standards agency and had up to date food hygiene training. She wore gloves when changing nappies. She regularly washed her hands and ensured the children did so as well. She promoted healthy lifestyles, as children had access to an outside area, visited the local park and attended gymnastic sessions. She had up to date paediatric first aid training and was aware of allergens.

The child minder consistently keeps the children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

The child minder is consistent and kind in her interactions with the children.

The child minder is a good role model as she is gentle and patient with the children. She praised the children consistently and acknowledged their achievements. Saying for example, "That was kind" when one child gave another a toy or "Lovely tower!" when they built a cup tower. She recorded their achievements in daily diaries so that their parents could share in their children's progress. The child minder sat on the floor with the children and constantly chatted with the young children at a level they understood about what they were doing as well as what she was doing. She reacted positively to nonverbal clues and babbling by young children. For example, saying, "What did you say? Do you want this car?" The child was delighted that the child minder had acknowledged their efforts at communication.

The child minder manages behaviour consistently well.

#### **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 atmosphere and is responsive to children's individual needs.

The child minder was caring and affectionate with the children in her care. This was confirmed by parental questionnaires. For example, "Standard of attention to his needs is great" and "A nurturing and comforting environment." The child minder knew the children very well and was responsive to their needs. For example, she knew that some children liked to carry two toys around and that another would not eat certain foods. The child minder collected information regarding children's preferences prior to them starting at the service. She completed daily diaries for children with details such as sleep, nappy changes, activities and food. The child minder noted the children's developmental steps in all areas of the foundation phase. She kept photographic evidence of children's activities and progress in individual books, which parents received at the end of their children's time with the child minder. She observed children at play and kept notes of children's development. The child minder took every opportunity to promote children's development by sitting on the floor with the children. For example, she named items for the children such as pineapple and named colours in Welsh and English. She planned activities around the seasons and celebrations. For example, during the spring theme she planned activities around mini beasts and new life as well as celebrating St. David's day, Easter and Mother's day.

The child minder promotes children's play, learning and development competently and meets their individual needs.

### **3. Environment**

#### **Summary**

The child minder ensures that the premises are safe, clean and suitable for children. She uses the playroom for the majority of her child minding. Children have access to an enclosed garden with some suitable equipment.

#### **Our findings**

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

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

The child minder actively kept a record of all visitors. The doors to the outside were locked. The premises were clean, comfortable and well maintained. The child minder had risk assessed all areas used by the children as well as visits to the community. She regularly checked fire alarms and carbon monoxide alarms. Records evidenced termly fire drills. There was safety equipment such as a fire blanket in the kitchen and safety gates at the bottom of the stairs. Cleaning equipment was kept in a cupboard in the kitchen that the children had no access to. Record evidenced annual boiler services. The outside area was enclosed and both gates kept locked.

The child minder operates thorough procedures to keep the environment safe.

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

The premises are welcoming and well maintained.

There was sufficient space and facilities on the premises and the children could easily access the toys and resources. Child sized furniture was available in the playroom as well as a comfortable sofa to sit and relax. Educational posters adorned the walls. High chairs were available for younger children to sit and eat their food. The children did not play in the garden during our visit however, we saw some suitable equipment such as balls, balance toys and small garden table and chairs.

The environment is well suited to children.

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

The child minder ensures that children have access to suitable equipment and resources.

Toys were clean and in good condition. The playroom contained a wide range of resources to suit all age ranges and easily accessed by the children. These toys included for example; a roleplay kitchen, garage, tuff tray, large plastic duplo blocks, games and books. There were ample materials for craft activities such as glue, paint, crayons and colouring pencils. Equipment such as high chairs, steps and buggies were in good condition. The child minder had recently invested in soft flooring which covered the majority of the playroom. She felt the soft flooring was more suitable for the younger children to crawl and sit on than the laminate flooring.



The child minder consistently ensures that the resources and equipment are of good quality.

## **4. Leadership and Management**

### **Summary**

The child minder ensures that the service is well run, and correct ratios are adhered to. She ensures that children's needs are met and that she is up to date with training such as child protection, food hygiene and paediatric first aid. She is eager to improve her service and has acted upon all recommendations made in her previous report.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder is compliant with The Child Minding and Day Care (Wales) Regulations 2010 and meets the national minimum standards.

The statement of purpose is clear, informative and provides an accurate picture of the service. The child minder implemented her policies successfully. For example, children were spoken to positively and praised in line with her behaviour policy. We looked at registers and saw the adult:child ratios were correct at all times checked. The child minder keeps all required documentation in line with the regulations. Parents sign accident logs to confirm they have been informed of any incidents. The child minder provides daily diaries with information regarding children's activities, sleep, nappies changed and food intake.

Leadership is good.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder reviews her service regularly.

The child minder reviews her service annually and produces a report. We saw thank you cards from happy parents thanking the child minder for the care their child had received. Parental and children's questionnaires were very positive. For example, parental questionnaires included "Really happy with my child's care." Children's questionnaires included their enjoyment of activities such as making cakes, jigsaws, painting and talking. The child minder had purchased new soft flooring, toy storage, tuff tray and stand.

Self-evaluation and planning for improvement is effective.

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

The child minder has appropriate childcare experience and qualifications.

The child minder has attended courses including child protection, food hygiene and paediatric first aid. She had a valid public liability certificate. Her DBS (Disclosure and Barring Service) was up to date along with all members of the household over the age of sixteen. Car documents were correct. She had registered with the information commissioner's office.

Leadership is successful.

#### **4.4 How effective are partnerships?**

The child minder works closely with parents and other child minders and attends toddler groups in the community.

The child minder had a positive working relationship with parents and provided a daily diary of events for the children. The child minder met up with a number of child minders in the local area to share ideas and good practice as well as allowing children to socialise. She took the children regularly to toddler groups, visits to the library and gymnastic sessions ensuring children remain part of the community. She also took the children to local parks and the beach.

The child minder has a very positive partnership with parents and the wider community.

## **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 that fire drills are carried out at various times, days and with all children who attend the service.

## **6. How we undertook this inspection**

This was a full inspection and undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to confirm availability.

One inspector visited the service on the 11 March 2019 for a total of 4.5 hours. Feedback was given over the phone at a later date. We:

- inspected a sample of documents and policies;
- observed care practices;
- visually inspected all areas used by the children and
- to the child minder and a parent.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Donna Young
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7.30am-5.45pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 &31 October 2016
Dates of this inspection visit(s)	11 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 as the service is situated in a primarily English speaking area. However, some incidental Welsh was heard during the inspection visit.
Additional Information:	