



Childcare Inspection Report on

Jacqueline Trigg

Cardiff



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Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to care for up to 10 children under the age of 12 years. She was registered in July 2000 to provide a service from her home in Cardiff, where she lives with her husband. The service currently operates from 8am – 5:30pm, Monday to Friday throughout the year and is delivered through the English language.

Summary of our findings

1. Overall assessment

Children receive warm, responsive care. They are given the opportunities and support they need to help them grow and develop towards their full potential. Child minding areas are clean, well resourced, safe and child friendly. The service is effectively run but improvements in relation to some elements of record keeping are needed.

2. Improvements

The child minder had addressed some of the recommendations from the previous inspection and has;

- ensured resources are audited and cleaned regularly and
- undertaken 'Prevent' training as part of her safeguarding procedures.

3. Requirements and recommendations

The child minder is compliant with regulations. We have made some recommendations regarding elements of daily record keeping and reviewing policies and procedures. These are detailed at the end of the report.

1. Well-being

Summary

Children are content and happy with the child minder. There is a relaxed and comfortable atmosphere within the home and children are confident to express their views and opinions. They have access to suitable activities and have opportunities to form positive relationships. As only one minded child was present for parts of the inspection, some of our observations were limited.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and are able to make decisions about what they want to do.

The child minder plans activities which are flexible to take into account the changing needs or interests of the children. We heard examples of the child minder asking the child what they would like to do, what they would like to eat and drink and respecting their choices.

The child minder actively listens to children and respects what they have to say which improves children's confidence and self-esteem.

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

Children are settled, secure and comfortable with the child minder. Children have developed good relationships with the child minder and we saw them relaxing and engaging with her, heard lots of chatter and they were obviously happy and settled. The child moved from one area to another with ease and looked relaxed in their surroundings.

Children are given the support and attention they need to feel valued and comfortable at the service.

1.3 How well do children interact?

Children interact appropriately and in line with their age and stage of development. The minded child happily interacted with the child minder during our visit. We noted that they sat patiently watching T.V as they had chosen, in order to relax after school before being collected by their parent. The minded child was introduced to us by the child minder so that they felt more comfortable with the inspection process. They explained to us that they liked going to the child minder's home. Although only one child was present during the inspection, the child minder told us that children usually interact well and have positive relationships with the child minder and one another.

Children interact appropriately for their age and stage of development.

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

Children enjoy a variety of activities which sustain their interest and are appropriate to their ages. We saw photographs of the children enjoying a number of activities including a young child making a finger print painting for Valentine's day, interacting

with friends at a playgroup and playing with sit on rides and ball games. We saw that there were lots of books and toys for children to play with and the child present told us that there was always plenty to do at the child minder's home.

Children have lots of choice and enjoy their play and learning.

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

Children develop well and are supported appropriately to become independent. Children have the opportunity to undertake a range of play activities, including freely chosen and unstructured play. They confidently and independently managed their snacks. We saw they were able to take responsibility for their coats, shoes and belongings ensuring they were organised for any activity clubs they attended after leaving the child minder's care.

The child minder supports children to form good habits and develop their independence skills.

2. Care and Development

Summary

The child minder is mindful of her responsibilities in providing a caring, nurturing and fun environment for the children. She has realistic expectations of children and treats them with warmth and respect. Children's behaviour is managed in a calm and patient manner. The child minder knows the children well, however, some areas need strengthening, such as the tracking of children's progress and the recording of some daily records.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is able to keep children safe and healthy and has systems in place to support this but needs to be more consistent in some of the recordings of these. We saw that accidents had been recorded and signed by parents but some incidents had not been recorded. In discussion with the child minder she reflected upon her practice and was able to identify instances when it would have been beneficial to record incidents. We saw that parents had signed necessary paperwork and given permissions regarding medical emergencies but that some administration of medicines forms, whilst signed by parents, had not been completed fully. The child minder has an exclusion policy and sick child policy but these did not contain a list with exclusion periods for childhood diseases. This would provide clarity to parents regarding when children should not attend the service if ill. She informed us that on the day of the inspection one child was not attending as they were in the contagious stage of a childhood illness. She stated that she had never knowingly accepted a child into her care who she knew to be a health risk to other children and had informed parents about a recent case of chicken pox. She understood her role in safeguarding children and had undertaken 'Prevent' training to update her knowledge. The child minder stated she had undertaken paediatric first aid training but was not able to locate the certificate until after the inspection. She forwarded this to us and we could see that this training was current. She had recorded the dietary requirements of children and was able to identify children's needs and, for example, showed as specific foods she had to ensure a child with dairy intolerance did not suffer any reactions.

The child minder keeps children safe and healthy but needs to strengthen her processes and recordings.

2.2 How well do practitioners manage interactions?

The child minder manages children's behaviour in ways that were suitable for the age and understanding of each child. We saw that she spoke respectfully to the child present and listened and responded kindly to them. She modelled good behaviour herself so that children understood appropriate social interactions. She stated that she had risk assessed outings and school pick-ups so that they could be conducted smoothly and with the least disruption to children present. Children were praised and

the child minder ensured that they had appropriate activities to keep them engaged so that they did not become bored or frustrated. We saw that children happily interacted with the child minder and listened to what she said.

The child minder is able to manage children's interactions and supports positive behaviour.

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

The child minder knows the children well and plans activities to meet their play and learning needs. On arrival at the inspection the child minder had returned from a playgroup with minded children who she then took home. She then collected an older child who she helped organise themselves to prepare for an after school club activity. We saw evidence of children's craft work and photographs of children painting and modelling with play dough. The child minder had gathered lots of information regarding appropriate activities with children and understood, for example, they types of activities which would help develop children's fine motor skills. She also understood the importance of opportunities to socially interact with other children and ensured young children had lots of opportunities to access playgroups, soft play areas and the local library and parks. The child minder had not yet developed a system to track and monitor children's development although she knew the children well. In discussions with her it was clear that she understood child development and children's specific developmental needs.

Children's individual needs are met but the child minder needs to record children's development and how this links in to planning around children's individual learning needs.

3. Environment

Summary

This was a focused inspection concentrating on 'Well-being' and 'Care and Development'. 'Environment' will be looked at more closely at the next inspection. However, we found that the environment was safe, secure and suitable to provide appropriate care for children. Resources were suitable for the age range of children and safety checks were in place.

4. Leadership and Management

Summary

This was a focused inspection concentrating on 'Well-being' and 'Care and Development'. 'Leadership and Management' will be looked at more closely at the next inspection. The child minder is meeting her legal obligations and national minimum standards. However, more attention is needed with some record keeping elements of the service. She needs to ensure that all policies and procedures are reviewed annually and that children's arrival and departure times are recorded accurately. All minded children had contracts and information included children's health and dietary needs. She understood that when minding children all children under 12 years of age were counted in numbers, and this included her own grandchildren who she was not contracted to care for.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Annually review all policies and procedures including the complaint's procedure;
- ensure children's exact times of arrival and departure are recorded in the register;
- develop a system to track children's development;
- complete incident forms and ensure medication forms are fully completed and
- include a list of exclusion periods for childhood illnesses within the exclusion policy and sick child policy.

6. How we undertook this inspection

This was a focused, unannounced inspection undertaken in response to a concern raised with CIW. One inspector undertook an inspection of the service which took approximately two and a half hours. The following methodologies were used;

- we observed the children with the child minder in her home, choosing their activities and having their snack;
- we looked at some records including children's contracts, accident, incident and medication records and some policies and procedures;
- we reviewed documents held by CIW and
- we provided feedback at the end of the inspection.

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	Jacqueline Trigg
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	8am – 5:30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 November 2017
Dates of this inspection visits	19 February 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?	The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services.
Additional Information: None	

