



Childcare Inspection Report on

Caroline Payne

Cardiff



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Description of the service

Caroline Payne is registered to care for up to 10 children from her home in the area of Fairwater in Cardiff, where she lives with her husband and family. Children up to the age of 12 can attend the service, which is open from 7:30 to 18:00 from Monday to Friday.

The house is situated in a quiet street with a public park at the end of the street which provides many opportunities for walks and outside play. The main language of the setting is English but the child minder introduces the children to some Welsh vocabulary. She provides Welsh language resources and introduces them to some Welsh culture, as she works towards providing the Welsh Language active offer.

Summary of our findings

1. Overall assessment

Children who attend the service are happy, content and enjoy the time they spend there and the variety of activities provided. The child minder responds to the children's needs and requirements and an affectionate relationship has developed between them. The child minder is very experienced and is well motivated and determined to make a difference to children's lives. The care provided is homely and welcoming.

2. Improvements

Following a recommendation in her previous inspection, the child minder has made a start on providing an awareness of the Welsh language and culture which she hopes to develop further.

3. Requirements and recommendations

We recommended that the child minder re-familiarizes herself with the infection control tool kit, ensures that toy safety checks are recorded, her food hygiene certificate is updated, amend her statement of purpose and that children's opinions of the service are recorded.

1. Well-being

Summary

Children can communicate their needs and interact well. Children are happy, confident and settled and they enjoy their time with the childminder. They feel content in their surroundings and enjoy their play and learning which promotes their development. Children are learning to be independent.

Our findings

1.1 To what extent do children have a voice?

Children have the opportunity to express what they would like to do and are listened to.

The children benefit from a wide choice of age appropriate activities and toys and when we arrived we witnessed the child who was present, after initial shyness, play happily with baby dolls. The child asked if she could dance and after this she went to get a card game to play with the child minder. The child had a broad range of various toys to play with and their voice was listened to whatever the request. The child was frequently asked, 'have you finished with this?' and was able to choose another activity which maintained their interest in their play. The child's likes and dislikes were taken into account when lunch was prepared, which ensured that they were able to eat all of the food that was offered.

Children receive sufficient opportunities to express themselves, and the care they receive reflects a childminder who takes a keen interest in their responses.

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

Children know the service and routines well and feel safe and happy with the child minder.

There is a homely and welcoming atmosphere in this setting which facilitates the warm relationship that was evident between the children and the childminder. This enabled the children to cope well with the absence of their parents. On our arrival, the child became very shy and turned to the child minder for support and comfort, which was given in abundance. Before long, we found that the child was happy to chat and giggled as she had fun with the child minder. The childminder was playing on the floor with the children and chatting with them about their families and home life which further developed the relationship between them.

The children feel safe, happy and valued with a childminder who has prioritised their needs and shows them respect and treats them with tender care.

1.3 How well do children interact?

Children are learning the importance of interaction and how to form bonds.

The child was content to play on their own or alongside the child minder. They were given constant praise and encouragement and responded well to this. The child was confident to communicate with the child minder, and after a while with us. The child respected the resources playing with them appropriately and helped to put them away when they had finished. This encouraged the child to be aware of their responsibilities.

The children are led by a good example on how to build a happy relationship with others and also to respect others.

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

Children have opportunities to be involved in an activity they have freely chosen.

We saw the child play with a broad variety of toys and engaging in many activities. At the time they were concentrating on learning colours and we saw the young child playing with a specific toy which promoted this skill. They were encouraged to repeat the colours and learn new vocabulary. The child asked to play a card game with the child minder and this became an opportunity to find characteristics on the cards and place them in groups. This proved to be very enjoyable as the child played and developed language skills. Later the child was very busy changing the dolls ready for bed, and reading a story for them. This was encouraged by the child minder as she joined in to develop the play and storytelling, and further developed the child's literacy skills.

Children enjoy and benefit from the play and learning opportunities.

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

The children receive stimulating opportunities to develop and play, and they are supported to become independent.

The child was able to access the resources and toys in the lounge independently, and were encouraged to do so. The child was asked if they could reach some of the boxes that were higher up to ensure safety and encourage independence. They could move around and choose where to play. During play, the child was encouraged to try to do things independently before being offered support. We saw the child playing with toy cars and being encouraged to build a track for the cars, and work out how it fitted together and what would work to make the cars go faster. This encouraged the child to solve problems to develop independency. When the child succeeded in dressing the dolls independently for the first time, this was celebrated and praise given. The child ate independently at meal times.

The children receive the necessary help which promotes learning and development.

2. Care and Development

Summary

The child minder keeps the children safe and healthy but could further promote some infection control procedures. Interactions are well managed and the child minder has created a homely and caring atmosphere. Children's development is promoted and the childminder demonstrates a complete understanding of key policies and procedures.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder follows good hygiene practices most of the time.

We saw good standards of housekeeping in the areas accessed by the children. The child minder understood safeguarding and had up to date relevant training and knew the process to follow should she have concerns about a child. The child minder conducts regular fire drills with the children and records were available. The front door is kept locked while children are at the setting. The child minder also promotes healthy living with the children by providing healthy snacks of fruit and a healthy lunch. However, we noticed that washing of hands was not practiced before eating and the child minder was reminded on both occasion, and the issue was discussed. We also observed the child minder changing a nappy, and while most procedures were in line with the infection control tool kit, we saw that the child minder did not wear gloves or an apron. This matter was then discussed with the child minder.

The child minder keeps children safe and to a large extent healthy, but improvements should be made to infection control procedures.

2.2 How well do practitioners manage interactions?

The child minder is involved in the children's play and interactions, but also gives children opportunities to develop these skills independently.

A lovely relationship had been nurtured between the childminder and the children in her care. The atmosphere was very homely and the children received loving care and were made to feel like part of the family. The childminder encouraged acceptable behaviour through positive persuasion and a gentle voice and gave consistent praise. We saw that she was very patient with the children and gave cuddles and comfort when needed. She played alongside the children, communicating with them and enabling them to engage in conversation. She chatted with them about their families to nurture a warm relationship. We saw how the child minder explained the importance of switching battery toys off before putting them away which gave the child an awareness of their responsibility. The childminder gave constant attention to the children and their needs which enabled children to develop interaction skills.

The child minder has set behaviour boundaries successfully which enables her to manage interactions effectively.

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 provides a motivating environment where each child can develop at their individual pace.

The child minder planned activities and recorded children's progress. A pictorial record is also kept and development steps recorded in line with the foundation phase learning areas. She was aware of the need to encourage children's development by conversing and asking questions during activities to develop language and numeracy skills. This was done at an appropriate level for the child's development. We saw the child minder playing on the floor with the child engaging in conversation and developing children's play by asking questions without interrupting the flow of play. She encouraged the child to work out why some of the toy cars did not fit under a bridge giving the child an awareness of shape and sizes. The child minder understood the age ranges and different individual needs of the children.

The childminder is successful in providing a range of activities to promote children's development, and she responds to individual needs effectively.

3. Environment

Summary

The childminder provides a safe environment from suitable rooms in her house. The children play in a large lounge room which is clean, welcoming and homely. The children do craft activities at the table in the lounge where they also have their meals. They also have access to a toilet facility downstairs. There is a play area outside to the rear of the house, but this is not used at present as they have a lovely park area for walks and play a few doors away at the end of the street.

Our findings

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

Safety procedures are practiced to ensure that the children receive care in an environment that is safe and clean.

The play area in the lounge provides the children with sufficient space to play freely. The childminder is aware of the dangers when too many toys and games are on the floor and reminds the children to tidy up and put away at regular intervals. There is a safety gate at the entrance to the kitchen and also at the bottom of the stairs. The fireplace had a guard on the edging step to prevent injuries if children tripped. There was no fire guard as the fire had been disconnected. The child minder had provided a detailed and up to date risk assessment, and we saw evidence that action plans were implemented and revised regularly, and also before any child starts at the service to ensure that any risk to the individual has been assessed.

The childminder provides an environment that is safe, but also gives the opportunity for children to have fun.

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

The childminder provides a good quality environment for the children. There is sufficient space and ample resources to meet individual needs.

The lounge is large, light and airy where children can play, learn and satisfy their curiosity in the knowledge that they are safe. There were some stickers on the patio doors, which the child minder referred to in conversation. The toys are kept in storage boxes which are accessible to children. The toilet facility is nearby, and the child minder changes nappies in a quiet corner in the playroom. There is a secure garden to the rear of the house for children to play, but we were informed that limited use is made of this space as the child minder regularly takes children to the park at the end of the street. There is more space for the children to play freely here and also many opportunities to study nature. We were informed that the child minder had provided wet weather clothing for the children, which gave more opportunities to enjoy the outside area and was considered to be an improvement to the service.

The child minder has successfully provided a welcoming and fun environment for the children in her care which inspires the children's development.

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

The child minder provides a good range of suitable quality resources and equipment which enable her to meet individual needs.

The child minder is very aware of age and development appropriate toys which she interchanges regularly to maintain children's interest. The child minder does a daily safety check of toys and resources, but does not keep a record of this. She also washes all toys every month, but again there was no record of this. The child minder displays awareness of sustainable materials and provides children with wooden toys, they also collect natural objects that are then included in their play, or in craft work such as pine cones and conkers. Toys and books also reflect a variety of cultures.

The child minder provides varied and motivating resources of a high quality which ensure the safety of the children.

4. Leadership and Management

Summary

The child minder understands and practises her responsibility with regards to regulations. There is evidence that she attends relevant courses to improve and develop her provision.

Our findings

4.1 How effective is leadership?

The child minder ensures policies and procedures are detailed and kept in order and that they contain the appropriate information.

The child minder has provided relevant policies and procedures and these were incorporated in her daily practices. The childminder had an up to date statement of purpose which was given to parents as part of an information pack. The statement of purpose was regularly updated and we saw evidence to support this. Some information on the environment was found to be included in the action plan and the child minder was advised to revise some of the information. The child minder attended courses regularly to ensure that she was well informed and up to date with current procedures. However we found that the certificate for Food Hygiene had expired recently and the child minder was advised to update her information through an online course until she is able to attend a course. We saw examples of children's files and found that they were complete and up to date.

The childminder has met the requirements of national minimum standards and all her paperwork is kept in an orderly fashion in a safe place.

4.2 How effective is self evaluation and planning for improvement?

The child minder has self-evaluation procedures in place and is able to plan improvements to the service when needed.

The child minder knew her service well and prepared a quality of care review report. She was able to identify areas for improvement and development and told us that she attends courses frequently and will measure success of any changes made in the following quality of care report. We saw that parents' opinion of the service had been collected and fed into the report, and saw responses that were positive and complimentary of the service. Many of the responses drew attention to the broad variety of activities and resources the children have access to. The child minder told us that in the past she had collected the children's views of the service and she was advised to re-start this practice.

The child minder practices self- evaluation procedures and plans her provision accordingly.

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

The child minder is very professional and manages resources effectively. She is happy in her work and certain of her duties.

The childminder takes her responsibilities seriously. She is self-disciplined and manages her time and resources effectively. Disclosure and Barring Service clearances were in place for all persons aged over 16 years, living at or working at the service.

The childminder works diligently to ensure that she gives of her best for the benefit of children in her care.

4.4 How effective are partnerships?

There is an effective relationship between the child minder and the parents, with regular communication pathways for the benefit of the children.

There was a close relationship between the child minder and the parents. The child minder provided parents with up to date information about their children in an informal oral report daily, this information is recorded in the child minder's daily diary. Parents of younger children are provided with a written daily diary. The child minder also networks with other child minders in the area to share ideas and practices.

This close relationship with parents enabled the childminder to make the best decisions regarding the care of each individual and also provided the parents with regular updates about their child's development.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure that guidelines in the infection control tool kit are followed, so that children wash their hands before eating, and that nappy changing guidelines are adhered to;
- record toy safety checks;
- update food hygiene certificate and in the meantime update information online;
- amend the statement of purpose and
- record children's opinions of the service.

6. How we undertook this inspection

This was an unannounced visit. However, the child minder had been contacted beforehand for information on her availability. The inspection took place on Monday 8 October 2018 from 8:45 to 13:20. A feedback session was included in this time. We:

- looked at information already held at CIW including the report from the previous inspection, statement of purpose and quality of care review report;
- looked at a wide range of documents including policies, records and children's files;
- observed activities during the inspection and
- spoke at length with the childminder.

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	Caroline Payne
Registered maximum number of places	10
Age range of children	Up to 12 years
Opening hours	7:30 – 18:00 Monday - Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 March 2016
Dates of this inspection visit	8 October 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 is working towards providing an 'Active Offer' of the Welsh language by promoting some use of the Welsh language and culture.
Additional Information:	