



Childcare Inspection Report on

Trudy Richards

Tonypandy



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Description of the service

Ms Trudy Richards is an experienced child minder who has been providing care from her home since May 2006. She provides care for up to seven children up to 12 years of age and operates Monday to Friday 7am – 6pm. English is the main language of care although every opportunity is taken to encourage children to use the Welsh language.

Summary of our findings

1. Overall assessment

Children enjoy a good range of indoor and outdoor activities. They appear happy, settled and confident. The environment in which care is given is safe and clean. Parents are happy with the service provided. However, the child minder acknowledges that her approach to paperwork, administrative skills, documents and records require improvement to meet requirements of regulations.

2. Improvements

None noted since the last inspection. However, the child minder is in the process of converting the basement into two separate playrooms, one for infants and toddlers and one for school-aged children, which when finished will provide increased opportunities for children.

3. Requirements and recommendations

We notified the child minder that she was not compliant with regulations because she has not renewed the DBS check for an adult family member.

We made recommendations regarding operational matters under the care and development and leadership and management themes. These related to the development of additional policies and records, child development records and review of risk assessments.

1. Well-being

Summary

Children are settled and happy and enjoy their time at the service. They find the range of activities and play experiences interesting and exciting. They express themselves confidently and have a strong voice. They play happily together and interact well with each other, the child minder, and her family.

Our findings

1.1 To what extent do children have a voice?

Children confidently express themselves and know they are listened to.

Children made decisions about what they wanted to do. For example, they chose what toys to play with and asked confidently when they had finished their jigsaws to watch Moana. They were confident in getting out Duplo, trucks and cars and then asked the child minder if they could watch Lava and enjoyed sitting on the floor together singing along. We heard them make choices about when they would like snack and what drinks they wanted. During a short story the children shouted out the colours in both Welsh and English, this contributed to children's learning and development.

Children are confident and have a strong voice.

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

Children feel safe and relaxed and know that their feelings and concerns are taken into account.

Children were familiar with routines and the environment. They knew where to find all of the toys and craft resources and confidently helped themselves. Children played with the wooden jigsaws, cars and trucks and asked the child minder to join in. There was laughter and chatter throughout. We heard children talking to the child minder animatedly and confidently. Children sat next to the child minder on the floor in the playroom and sang the songs from Moana and Lava with lots of laughter. There was a good deal of language development talking about the colours, numbers and sounds. Children were alert and animated, running around the playroom showing us toys and asking the child minder questions.

Children feel safe and valued.

1.3 How well do children interact?

Children are learning how to manage their behaviour, are confident to co-operate and take turns and share.

The atmosphere in the home was welcoming and we found that children were confident and settled within their surroundings. We saw children play and enjoy the child minders company. Children played well with each other and the child minder and responded

appropriately to the child minder's intervention when she made suggestions about what they could do next. Children sat at the child height tables with the child minder enjoying playing with jigsaws and colouring pictures. We heard children respond positively when asked if they would like a drink or snack saying 'please' and 'thank you'. One of the children became upset but they confidently went to the child minder for reassurance and comfort.

Children interact positively at the service and comply well with rules of socially acceptable behaviour.

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

Children sustain interest for age appropriate amounts of time and move freely between activities.

We saw the children taking part in a variety of activities including imaginative role-play, playing with jigsaws, Duplo, trucks and dolls and looking through books. Children were involved in choosing the activities and we saw them able to sustain their interest for a reasonable amount of time. Children also had some quiet time and enjoyed sitting on the floor with the child minder looking at books and shouting out words in Welsh and English. Children were happy playing independently but also with the child minder and us.

Children take part in play-based activities, which are interesting and exciting.

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

Children have a good variety of experiences, which generally promotes their all-round development.

We saw children taking part in different activities, which promoted their development. They had focused activities and enjoyed making jigsaws and identifying colours, numbers or animals. This contributed to both their numerical and linguistic skills. Colouring with crayons promoted their fine motor skills whilst playing with the Duplo and cars developed their gross motor skills. The children explored opportunities to show independence during our visit and one child enjoyed sitting on the child minders knee at the table buttering their own toast at snack time and trying to cut up fruit with a plastic knife. For lunch and tea times younger children sat in highchairs or on booster seats. They could access the upstairs bathroom independently or with support from the child minder where needed.

Children are developing well and their independence is promoted.

2. Care and Development

Summary

Children receive care from a very experienced and qualified child minder who is committed to meeting the needs of the children in her care. She is qualified having attained a level 3 qualification in home based childcare. She ensures regular discussions between herself and parents.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes children's health and well-being but improvements are required.

The child minder had some policies and procedures in place, which helped to ensure children, were safe including a child safeguarding policy. The child minder had updated her safeguarding training on 11 July 2018 and during discussion, she was clear about how she would raise any issue of concern. However, she was not aware of her responsibilities to protect children from radicalisation as required by the 'Prevent' strategy. There was a policy on children bringing their mobile phones to the service but this did not include information on the use of IT or social media, which may provide reassurance to parents that their children are safe from grooming or bullying. The child minder had accident records available and they included parents' signatures, as did medication records. She had a current first aid certificate, which would require updating later this year, and there were consents in place for emergency medical treatment, outings, photographs, transport in the family car and the use of the outdoor toys.

The child minder provided meals, snacks and drinks and we saw her encourage children to drink during snack time. However, the child minder had not attended a course on food hygiene since 2012; she provided evidence that she updated this training prior to completion of the report.

Children are kept safe and their physical health is promoted but improvements are required.

2.2 How well do practitioners manage interactions?

The child minder is a good role model in her interactions with the children.

The child minder was calm with children, recognised, and intervened when she needed to manage behaviour. She calmly talked to them about looking after toys, sharing and not to run and jump where it posed a danger. She asked a child to sit quietly on a chair in the playroom when they had hit another child and talked calmly to them about what was acceptable behaviour. One child became very tearful, as they wanted to stay and play in the basement rooms, which were not available for use . The child sat on the child minders

knee and listened while she explained why she could not play there and soon stopped crying. We heard the child minder say 'thank you for helping me' when they were tidying, jigsaws away prior to snack time. The child minder gave parents a copy of her behaviour policy along with others when their children started attending her service.

The child minder's experience enables her to manage behaviour consistently and effectively.

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

The child minder meets individual needs and responds to prompts from children.

It was obvious from all of the interactions that the child minder knew the children well and that they were well cared for. Most parents received a verbal handover at pick up time but the child minder told us that she also completes daily diaries where parents preferred it. She had written records of individual likes/dislikes and routines and she worked well with parents in both maintaining and setting routines for the children she cared for. However, the child minder did not formally track development of pre-school children. Prior to the completion of the report, she provided evidence of development checklists that she intended to start using. The child minder ensured that children were involved within the community as she took them on walks to the local shops and parks. The children enjoyed trips to Barry Island and the Rigos Mountains as well as trips to feed the ducks and toddler groups. The child minder told us that she aimed to spend a good part of every day, weather permitting out of the house on walks to the park or soft play areas, library toddler groups etc. The service was delivered in English but every opportunity to encourage the Welsh language was taken with pictures and signs around the home being bilingual.

Overall it was evident that the child minder knows the children well and can meet their needs.

3. Environment

Summary

Children are cared for in a house, which is comfortable and safe. There is a dedicated playroom and kitchen/diner on the ground floor. Children use the upstairs bathroom. There is a large back yard with a range of outdoor equipment, this is currently out of bounds due to building work but will be reinstated for play when work is completed.

Our findings

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

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

The child minder ensured that the rooms used by the children were clean and bright. However, there was no regular review of risk assessments on the home and the activities undertaken within it. We found that the premises were secure because we had to knock on the door to gain entry. There was a safety gate across the stairs and hallway so that children could not leave unsupervised. All areas of the child minder's house to which children had access were clean and well maintained. There was a toilet and bathroom on the first floor, which children used. Fire drills were carried out monthly, the last one having taken place on 18 June 2018. A service of the gas boiler took place on 15 September 2017. The child minder's car had insurance valid until 5 April 2019. The MOT was valid until 20 March 2019.

The child minder ensures that the environment is safe. A review of the risk assessments is required to ensure the ongoing safety of the environment for children use.

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

The child minder keeps the premises secure and clean. She provides a good environment for play that is well maintained.

The child minder provides a relaxed, welcoming environment, which is clean and bright. The playroom is of reasonable size with windows to the front, however due to the blinds being closed, it was a little dark. There is a wide range of resources including Duplo, construction toys, Brio train tracks, soft toys, jigsaws, puzzles and books as well as outdoor toys. The child minder also has toys for infants and toddlers, which she rotates. We saw that craft and learning areas were colourful and stimulating and children could follow their natural inquisitiveness and interests in this area. An abundance of children's artwork was displayed on the walls and windows of the playroom and colourful posters made this a very stimulating place for play. There were child height chairs, tables, and a comfortable sofa that children could relax on in the playroom. The back yard was tarmacked, secure, and flat and provided a safe space for outdoor play, however due to building work going on in the

basement to make two new rooms for child minding purposes this was currently out of bounds. There was a wide range of outdoor toys available in the back yard including a play kitchen, ride on toys and a trampoline.

The child minder provides a safe and spacious area for the children.

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

The child minder ensures children have access to an extensive range of suitable equipment and resources.

We saw that children had access to an extensive selection of resources. There were craft boxes full of materials as well as child height tables and chairs where children enjoyed colouring, painting and play dough. There was a garage with cars, large push along trucks, pushchairs and dolls, sensory toys for younger babies, building blocks and a wide selections of books, dvd's and jigsaws. The child minder had appropriate car seats, single and double buggies as well as a high chair and booster seats.

The child minder offers a wide range of good quality resources and equipment.

4. Leadership and Management

Summary

The child minder is motivated, qualified and enjoys looking after children. The child minder has some of the records, which are required to comply with the national minimum standards, such as policies and procedures, and children's records. However, the child minder acknowledges that improvements are required in this area. She is qualified, incorporates Welsh into the care provision but is not able to offer the Welsh language Active Offer.

Our findings

4.1 How effective is leadership?

The child minder creates a positive ethos where children feel valued.

We saw that the child minder had some policies and procedures that she shared with parents however, there were a number of core policies were not in place. Policies that she had not been reviewed for some time. However, prior to completion of this report the child minder provided evidence that she had reviewed some policies and provided some of the missing ones. The statement of purpose was in line with regulations and provided information to parents about the service she offered. She had updated this to reflect that the back yard was currently out of bounds to children. The child minder did not currently track the development of pre-school children however; prior to completion of the report, she forwarded examples of development checklists she intended to start using.

The child minder recognises her weaknesses in this area and acknowledges there are areas of improvement required.

4.2 How effective is self-evaluation and planning for improvement?

The child minder has an effective system in place for reviewing her service. She values feedback from parents and children.

We saw the current quality of care report and it included the views of parents and children. The child minder intended to send out further questionnaires shortly, in order to update her review. Comments from parents included, *'my child loves coming to Trudy's and I'm grateful for all she does'*, *'...loves coming to Trudy and has progressed greatly. She updates me daily on activities and my child has a great rapport with Trudy which is a wonderful reassurance to me as a parent'*. The child minder had also asked children their views and comments included *'I like Trudy's because of all the toys and my friends there'*, *'Trudy is kind and does lots of things with us'*. Some of the older children had commented that they would like activities more geared to their age and some mindfulness colouring books. The child minder showed us a range of books that she had purchased to meet this request. Parents gave both written and verbal feedback.

The child minder actively evaluates her service.

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

The child minder manages her service to ensure children develop whilst in her care.

The child minder had not kept up to date with the required core training although she had a valid First Aid certificate having updated this in October 2015 and was aware that she would need to update this in the autumn. However, she had not undertaken any food hygiene training for some time; however, prior to the completion of the report she forwarded the certificate to show that she had updated this. The child minder kept registers, which contained information on those children attending the service. She had a public liability insurance certificate valid until June 2019. The Disclosure and Barring Service (DBS) certificates for the child minder was updated in May 2018, however that of her adult child had recently expired. She no longer lived at home but visited regularly so it is important to update this as required.

The child minder does not comply with all regulations or meet all the national minimum standards for regulated childcare and recognises that she needs to improve in this area.

4.4 How effective are partnerships?

The child minder has good relationships with the parents.

The child minder had positive working relationships with parents, she provided daily verbal updates at drop off, and pick up times. We saw evidence that the child minder worked in partnership with parents in managing children's allergies and dietary needs. From discussion, we were satisfied that the child minder understood her duty and the importance to maintain confidentiality at all times. We saw signed consent forms for photographs, activities, observations and the use of sun cream. However, the child minder had not updated her confidentiality policy in respect of the General Data Protection Regulations 2018 (GDPR), she committed to do this and provided evidence of this review prior to completion of the report. However, she has not registered with the Information Commissioners office in respect of the data she holds on children and families. There had been no concerns or complaints about the service.

The child minder has positive partnerships with parents and is committed to working together for the children's well-being.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

We notified the child minder that she was not compliant with Regulation 3 of the Child Minding and Day Care (Wales) Regulations 2010 because she had not renewed the Disclosure and Barring Certificates for an adult family member.

5.2 Recommendations for improvement

We made the following recommendations to the child minder:

- To be fully aware of her responsibilities in relation to the 'Prevent' duty;
- to amend the policy on the use of mobile phones and tablets to include the use of IT and social media;
- to ensure that all policies and procedures are reviewed at least annually;
- to ensure that risk assessments on all areas of the home used for child minding and all activities both in the house and on outings are regularly reviewed;
- to ensure that she records development milestones of all preschool children and
- to register with the Information Commissioners office in respect of the information she holds on children and their families.

6. How we undertook this inspection

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

- One inspector carried out a visit to the service, arranged at short notice, lasting four hours;
- we had discussions with the child minder about her service;
- we observed the children and the care which they received;
- we talked to the children present;
- we looked at a wide range of records including registers, children's records, policies and procedures, safety records, and the statement of purpose ;
- we inspected the premises and
- we gave verbal 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	Trudy Richards
Registered maximum number of places	7
Age range of children	0 -12 years
Opening hours	7am -6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 November 2015
Dates of this inspection visit	18 July 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 service 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 their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information: None	