



Childcare Inspection Report on

Amanda Williams

Abertillery



Date Inspection Completed

12/08/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

The child minder is registered with CIW (Care Inspectorate Wales) to provide home based child care for up to eight children under 12 years of age. She runs her service from her home near Abertillery town centre. Child minding takes place on the ground floor, with easy access for the children to an enclosed garden. The service is open from 7am to 6pm, weekdays, but the child minder is flexible to accommodate parents' needs. The child minder employs two assistants to support her to run the service. This is an English language service.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children using this service are happy, listened to and cared for by a well-qualified and experienced child minder. They are relaxed and settled and have formed close bonds with the child minder, her assistants and her family. The child minder promotes children's health and welfare well. She implements very good systems to monitor and track children's progress and plans an excellent range of interesting activities which promote children's learning, self-help skills and self-esteem. The child minder ensures her home is child friendly, welcoming and safe. The service is managed well and the child minder is keen to make improvements to ensure children's experiences continue to be positive.

2. Improvements

- As recommended in the previous inspection, children's and parents' views are now included in the annual quality of care review report;
- children's progress is tracked and recorded; next steps are identified and used to inform planning to link with all areas of learning;
- individual photographic journals are provided for each child;
- new resources have been added including a mud kitchen, blocks and tuff tray, and loose parts are being introduced.

3. Requirements and recommendations

There were no non-compliance issues identified at this inspection.

We made some recommendations to help develop the service. These are discussed in the body of the report and highlighted in further detail in section five.

1. Well-being

Excellent

Our findings

Children express their needs and wishes well, confident they will be listened to. They make good decisions about their play and follow their own interests successfully. They find the resources they wish to play with easily and are confident to tell the child minder what they would like to do. For example, they chatted with her about which park they would like to go to that afternoon and what they wanted to go and see at the cinema. Their interests influence the activities provided. For example, their interest in dinosaurs led to a trip to Cardiff museum, due to their interest in birds they made bird boxes and bird food, and their interest in making things led to shopping trips to the local DIY store.

Children are relaxed and settled at the child minders. They arrive happy and move around the child minder's home and garden confidently. Older children told us they like to come and play with their friends. They have formed very close bonds with the child minder, the assistants and her family. They are confident to seek extra support and cuddles from the child minder and assistants, and invite them to join in with their play.

Children listen well to the child minder and the assistants and respond to their requests. For example, they were happy to come inside to have their lunch due to the deteriorating weather, happily went and put on their coats to go home and help "*put things back in the right places*". They share resources easily and are happy to take turns, for example at snack time. They treat their toys and play resources with care and respect.

Children are very engaged in their play and spend time on their activities. For example, looking for bugs using identification charts, making a 'car' together and colouring using pencils they were proud to have made themselves. They enjoyed having their snack in the garden and were looking forward to a trip to the cinema and park. Photographs show children enjoy a very wide range of interesting activities such as planting, messy play, trips to the beach, and farm parks. Children commented in their questionnaires for the child minder that they like "*going out and about with Jeff*", "*making new friends*", and playing outside.

Children make progress at the child minders. They are developing self-help skills over time very well to support their independence. For example, in accordance with their age and ability, children help prepare their meals, lay the table and clear away afterwards. They manage their own personal needs well. For example, they put on their own sun cream and help themselves to cups and water. Children are confident to move around the areas of the home used for minding, and are motivated to make their own decisions about their play.

2. Care and Development

Good

Our findings

The child minder is clear of her responsibilities regarding safeguarding, and attends courses in child protection regularly so she is aware of the procedures to follow if she has any concerns. She ensures both assistants are aware of their roles in this area. The child minder promotes children's health well. For example, she encourages children to enjoy lots of outdoor play in the garden and regularly visits local parks, lakes, beaches and farm parks. When outside the child minder ensures children are appropriately protected from the sun. The child minder provides healthy options in relation to food and drinks, and takes account of children's allergies and dietary needs. However, allergens in the food provided are not recorded. The child minder has attended food safety training, follows the advice of environmental health, and implements appropriate procedures to minimise the risk of spreading infection. For example, individual hand towels are available for children in the bathroom. We discussed undertaking an audit of the infection control measures in place using the Public Health Wales tool to evidence good practice. The child minder treats children with respect. For example, their personal care is managed discretely and in line with their individual needs. The child minder ensures she and the assistants hold up-to-date first aid qualifications so they can all deal with minor accidents and emergency situations well. She ensures children are safe on outings. However, risk assessments for outings and an outings policy is not provided.

The child minder uses appropriate strategies to promote children's social skills and to encourage them to play appropriately. She knows each child very well and provides very good levels of support in order to meet their behavioural and emotional needs. The child minder encourages children to develop their self-help skills which promotes their confidence and self-esteem. For example, older children like to make lunch for the younger children. She provides interesting and varied activities throughout the day and provides very good levels of attention so children are engaged in their play. This helps support positive behaviour.

The child minder promotes children's play and learning effectively. She provides nurturing and responsive care. She spoke to us warmly about the children and the activities they enjoy such as trips to the Gower, Christmas parties and fruit picking. The child minder records her observations of the children's play and uses appropriate tools to help track their development and identify the next steps in their learning. She plans an excellent range of activities to help promote children's skills and development across all areas of learning. These include using tools to make things, exploring concepts such as colour mixing, reading books, pond dipping, block play and role play. She encourages children to take risks in their play. For example, they use planks to create an obstacle course and ride their bikes down ramps. Activities are planned to encourage children to learn about different

religions, cultures and events such as Chinese New Year and the Royal Wedding. The child minder also encourages children to learn about how they can help others. For example, at Christmas they took a “reverse advent calendar” to the local food bank with items they had brought in from home each day. The child minder recognises she uses only a little Welsh with the children and is developing ways to address this.

3. Environment

Good

Our findings

The child minder takes appropriate measures to ensure the environment is safe and secure. For example, the front door is kept locked and shades are provided in the garden to help protect children from the sun. Daily visual checks of the areas used for minding are undertaken with records kept, and the child minder and assistants work together closely to supervise the children well. Written risk assessments are provided. However, we discussed ways to improve these in terms of identifying the risks associated with the hazards and relevant safety measures put in place. The house is clean and well maintained; safety checks for the heating system are carried out annually. Fire drills are practised with the children regularly so they would know what to do if they needed to leave the house quickly.

The child minder provides a welcoming and child friendly environment for children to play and relax. One parent commented in the child minder's most recent quality of care review report the child minder's house is "*lovely and cosy*". There is appropriate space and facilities to meet children's needs and the layout promotes their independence well. For example, they can access the washroom and garden easily, and resources and equipment are set out so they can find what they need by themselves. Their work is regularly displayed and they have places to put their coats and belongings. This helps give them a sense of value and belonging. The garden provides valuable additional play space and is made good use of for a wide range of activities such as imaginative play in the sand and mud kitchen, picnics and planting.

The child minder ensures there is a good variety of play resources which meet the interests of the children attending and promotes their skills. New resources such as a mud kitchen and tuff tray are provided in line with children's needs and interests. The child minder is developing the use of loose parts, such as conkers and pebbles, which they often collect when they are out and about, to help promote children's creative play. Recyclable and recycled resources are being introduced. For example food boxes used for Chinese New Year were re-used in the home corner. Appropriate equipment is provided to support children's needs such as high chairs. Play resources and equipment appear clean and of very good quality. Outdoor resources are stored appropriately so they remain in good condition.

4. Leadership and Management

Good

Our findings

The child minder enjoys her role and is committed to providing a good quality service which complies with the regulations, is well run and continually improves. The statement of purpose is updated regularly and gives an accurate picture of what the service provides. Overall, policies and procedures are clear and in line with current expectations. These are provided to parents. We discussed reviewing the policies to ensure they reflect any additional procedures in relation to assistants. Individual contracts are shared with parents and suitable permissions sought for activities such as trips and emergency medical treatment. Records are maintained suitably, and paperwork is appropriately organised and kept securely. Registers of children's attendance are maintained. We discussed ensuring they show clearly who looked after which children in relation to assistants. This was addressed immediately following the inspection.

The child minder uses suitable systems to help her consider the quality of her service and is keen to make ongoing improvements. For example, children's progress is now carefully monitored and recorded and activities are planned to promote their learning across all areas. Future plans are set out clearly and include developing the use of the Welsh language with the children. The child minder welcomes the views of parents and children and uses questionnaires to capture these. These are included in the child minder's annual quality of care review and show the appreciation they show for the service. One parent commented "*I wouldn't change a single thing... [my children] are very happy*". Another said "*Thank you for being so wonderful*". We discussed including improvements made over the past 12 months in the report so parents can see clearly how the service is developing.

The child minder employs two assistants to support her with the running of her service. They all work very well together so the day runs smoothly. The child minder follows appropriate recruitment checks so she can be assured the assistants are suitable to work with children and she ensures they have up to date training in areas such as first aid and food hygiene. The child minder undertakes an induction with each assistant and provides them with a description of their responsibilities so they can be confident of their role. She meets with them regularly to discuss the week's activities and any matters arising, and provides regularly one to one support. However, the induction process, weekly meetings and supervisions are not recorded.

The child minder has good relationships with parents. Suitable forms are used so each child's preferences, stage of development and care needs are understood before they start at the service. This ensures the child minder can put appropriate plans in place to provide suitable care. The child minder keep parents well informed about their child's experiences,

development, and activities planned. For example, she displays useful information on a notice board in the hall and uses a mobile phone app to send parents information about upcoming events and photographs of what their child is doing. She ensures parents have very good notice of any planned leave. The child minder involves parents in the care of their child. For example, by asking them to send in items in line with upcoming activities. She provides individual photographic journals for each child when they leave as a keepsake and shares their development journals with parents so they can see clearly how their child is progressing.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Record allergens in the food provided;
- continue to develop the use of incidental Welsh;
- develop current safety checklists of the home to include identified risks and measures put in place to mitigate these, and provide risk assessments and a policy for outings;
- undertake an audit of infection control measures in place using the Public Health Wales tool;
- review policies and procedures so they reflect any additional arrangements in place in relation to assistants, and maintain a record of induction, supervisions and meetings with assistants, and
- include improvements made in the quality of care review report.

6. How we undertook this inspection

This was a full inspection looking at all aspects of the service, undertaken as part of our normal schedule of inspections. We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service;
- the inspection was carried out by one inspector and took place over part of one day;
- we observed activities and interactions between the child minder, the assistants and the children present;
- we looked at a range of records and documents including contracts, the statement of purpose, assistant files, children's records and policies and procedures;
- we viewed the parts of the premises used for child minding, looked at safety check lists, and took account of the safety measures in place;
- we spoke with the child minder about how she ran her service and her plans for the future.

Our findings were fed back to the child minder following 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	Amanda Williams
Registered maximum number of places	8
Age range of children	Birth up to 12 years
Opening hours	7am to 6pm, weekdays, but is flexible where possible
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 December 2015
Dates of this inspection visit	12 August 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. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information: None	

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