



# Childcare Inspection Report on

**Gail Perry**

**Pontypridd**



**Date of Publication**

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## **Description of the service**

Gail Perry has been a registered childminder since August 2006 and currently provides care for up to six children under the age of twelve. The service operates in Llantwit Fardre between 7.30am and 6.00pm, Monday to Friday and during school holidays. The principal language of the service is English with some incidental Welsh.

## **Summary of our findings**

We found that children are happy and safe at the child minder's home. There are a good choice of resources and activities on offer for the children. The children are cared for well and the parents are happy with the provision. The environment is nurturing and there is a good bond between the child minder and the children.

### **1. Overall assessment**

We found the children attending the child minder are happy and look forward to attending. They enjoy the toys and resources available for them. The children make progress in their learning and development as a result of the activities and care on offer.

### **2. Improvements**

All DBS checks are up to date since the last inspection. Safety checks within the building are up to standard and risk assessments completed, with links to daily checklists present.

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

We recommended that the child minder ensures all hands are sanitised after handling pets.

# 1. Well-being

## Summary

Children are settled and happy. They interact well with one another and they have positive and affectionate bonds with the child minder. Children have good relationships with each other. Children have a good range of play and learning experiences which are at their level and abilities. Children are able to make plenty of choices and decisions, which reflect their individual needs and preferences.

## Our findings

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

Children have opportunities to make choices and make decisions. Children communicate their needs very well with the child minder. Their needs are valued and respected.

We found that children expressed their feelings openly during free play showing the child minder their happiness in playing with their favourite toys in role play situations with a 'walkie talkie' and toy fire engine. Children communicated and expressed their needs through voice when they were tired and needing to sleep. Children made choices from resources within the playroom during free play. During a focused playdough activity, the children chose the laminated animal mats they wanted to use and also chose the colour playdough they preferred to complete their activity. Children chose to sleep on the mat in the living room with blankets whilst another child wanted to sleep in a pushchair. Children participated in activities and showed enthusiasm towards the activity offered to them.

Children have a strong voice.

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

Children are settled and have a good relationship with the child minder.

Children were content and enjoyed modelling with the playdough and playing freely. Children understood the routines of the day and they were happy when the child minder mentioned that they could play with the playdough after lunch. Children showed clear bonds of affection towards the child minder during times of tiredness and were happy to share their feelings with her by asking for cuddles. Children felt safe within the environment, especially during sleep/quiet times as all fell asleep quietly and settled quickly. Children felt valued as they smiled when the child minder told them "*You've made a fish*" and "*You've made eyes and a mouth, well done, that's very clever!*" Children enjoyed showing the child minder what they'd achieved during the playdough session, sharing their completed playdough task with her.

Children feel safe and have good attachments with the child minder.

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

Children interact positively towards each other and the child minder and are happy to express themselves in the company of others.

Children cooperated well with the child minder and showed her toys and models made using playdough. They listened to instructions and ideas given to them. Children took care of resources and tidied up the toys when prompted by the child minder. Children were interested in a focused activity using playdough and flash cards for a period and were engaged by the challenges set by the child minder. Children played nicely alongside each other most of the time, sharing and playing with toys which they'd chosen themselves. Children wanted the same fire engine toy but had to be reminded at times to share and be kind to one another when both wanted the same toy.

Children's interactions are positive and enthusiastic towards each other and the child minder.

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

Children are confident and eager to enjoy their play and learning opportunities with the child minder and with each other.

Children enjoyed taking part in the play dough activity using the tough tray. They were engaged during the focused activity creating using the playdough to make whiskers on the cat's face, making ears for the rabbit, making a snake, a fish, making biscuits for the dog. The children were eager to show the child minder their completed work and enjoyed the praise for their efforts with big smiles after child minder told them "*You've made a fish*" and "*You've made eyes and a mouth, well done, that's very clever!*" The children explored their toy room environment freely. The children confidently helped themselves to different toys, for example, Peppa Pig box, the blocks, the kitchen role play resources and the baby's soft toys.

The children are enthusiastic towards their play and learning environment.

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

Children show independence very well within their learning environment and develop their individual needs with the resources available to them.

Children ate their food at the table independently choosing what snack they wanted after eating their sandwiches. They developed a range of skills independently whilst taking part in basic role play with a little 'walkie talkie', building blocks, playing with small world toys and musical toys. The Children took pride in their achievements whilst modelling and experimenting with playdough independently, showing their play dough models. Children completed their tasks in free play and focused activities before moving on to the next routine

of the day happily. Younger children pulled themselves to stand independently using a standing aid and box.

Children effectively develop, learn and become independent learners.

## **2 Care and Development**

### **Summary**

Children receive care from an experienced and qualified child-minder who is very committed to meeting the needs of the children in her care. The child minder provides a safe and caring environment for the children. The child minder has a good knowledge and understanding of the children's needs and abilities. The child minder tracks children's development in order to enhance their skills and learning experiences.

### **Our findings**

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

The child minder keeps the children safe and healthy and has implemented policies and online training to safeguard the children in her care.

The child minder provided healthy individual bowls of fruit for the children during mid-morning snack time. Children brought their own packed lunches which were stored in the fridge in the kitchen area by the child minder. The policies for safeguarding is in place and the child minder has a good knowledge and understanding of child protection, and responded confidently to given scenarios in an event of a child protection issue within the service. There is a daily record of hygiene practices which is displayed in the kitchen. The child minder provides a safety gate between the dining area and the kitchen to eliminate risks to children. There is another safety gate between the dining area and the toy room. The child minder has completed the 'Prevent Duty' training. Her First Aid and Food Hygiene qualification are all updated. The child minder follows good nappy changing policies and procedures, sanitising the changing mat before and after every change, wearing gloves and a plastic apron and disposed after each nappy change.

The child minder consistently keeps children safe and healthy.

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

The child minder has positive and realistic boundaries for the young children in her care. Children's positive behaviour is praised by the child minder and she makes children aware of any dangers to themselves.

The child minder modelled good positive behaviour whilst the children were sitting around the table at lunch time eating and socialising. She rewarded positive behaviour with smiles and cuddles as they listened well during their focused activity "*well done, that's very clever*" and "*Wow the dog will be happy with all those biscuits you made, well done*" The child minder reminded the children to "*Be kind, good boy*" whilst wanting the same toy and quickly distracted the children with other toys available for them.

The child minder manages to fulfil interactions efficiently.

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

The child minder promotes play and learning and provides for individual needs and development through regular assessment.

The child minder makes a record of children's development on a flower chart a 'Kinderley' app which provides suitable planning of activities according to their needs/abilities. The child minder has a routine plan on the wall in the toy room and children understand what they will be doing next. The child minder provides free play sessions twice a day and a focused activity once a day. The focused activity concentrated on colours, numbers (counting in Welsh), names of animals and modelling parts of the animal's body with playdough. The child minder promotes equality and diversity by providing multicultural toys and dolls in small world play activities and also the children were given the opportunities to take part in celebrations, such as Chinese New Year, Divali, Hannukah and Christmas. The child minder gave children the opportunity to have quiet times and sleep times when it suited them.

The child minder strongly promotes the children's play, learning and development meeting their individual needs well.



## **3. Environment**

### **Summary**

Children are cared for within a clean, safe and secure environment. The child minder has a good range of resources which are age and stage appropriate for the children in her care.

### **Our findings**

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

The child minder ensures the children are cared for within a well maintained, clean and secure environment.

On our arrival, the doors to the property were locked. Visitors signed upon arrival and departure in the child minder's diary. The child minder has completed risk assessments which are updated on a regular basis. The child minder's car and public liability insurance are in date and valid. The rear garden is not accessible for children, although the children visit the nearby park regularly with the child minder. Maintenance and safety checks of the building were all valid. The child minder's pets are kept separate to the children although they do have contact with them at times. However, the child minder did not wash her hands after handling them. The child minder ensured all children washed their hands before eating snacks and lunch.

The child minder ensures the safety of the environment is effective.

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

The child minder ensures the environment is inviting, stimulating and suitable for the children in her care.

The child minder provided a welcoming and colourful environment for play and rest times. The child minder ensured children have free access to the toys and resources which are all in labelled boxes and drawers and at a low level and accessible for the children. The toy room was well-decorated with Welsh and English vocabulary and pictures on the 'pets' theme. The child minder provided the children with suitably sized tables and chairs for focused learning activities. At mealtimes, a booster seat and highchairs were made available. The child minder ensured the children had plenty of room and children sat around the dining table comfortably.

The child minder ensures the suitability of the environment is of good quality.

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

The child minder has a good range of quality resources and equipment for the stage and age of the children.

The child minder provided resources available were mainly based on the children's interests and the theme which is 'Pets'. The child minder provided good quality clean toys and

resources following safety standards. The resources provided by the child minder were suitable for the stage and age of the children, providing soft toys, musical instruments and 'VTech' stimulating toys. There was a good range of role play, dressing up clothes, construction toys, Welsh and English reading books, small world figures, building blocks, trains, cars, jigsaws and puzzles.

The child minder provides good quality and well organised range of resources and equipment.

## **4. Leadership and Management**

### **Summary**

The child minder meets with the National Minimum Standards and Regulations. The child minder has relevant policies and procedures in place and has good partnerships with parents. She clearly enjoys looking after children and provides developmental learning opportunities for children in her care.

### **Our findings**

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

The child minder complies with regulations and standards, maintaining and providing the policies, procedures and records sufficiently.

The child minder has provided a statement of purpose which is complete, informative and follows all the regulatory needs and meets the National Minimum Standards. The child minder records children's daily diaries and developmental charts on an app which is shared with parents at the end of the working day. The child minder has ensured that parents' contracts and consents were in place and signed. All members of the child minders household have up to date DBS checks. The child minder has a sound understanding of the need for bilingualism and integrates basic Welsh Language within her service.

The child minder has a well organised service.

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

The child minder has a good system of self-evaluation and uses feedback from parents effectively to provide the best care for the children.

The child minder has a good system of self-evaluation and questionnaires to parents which is reflected in the Quality of Care report. One parent mentioned in the questionnaire to parents "*they are always made to feel welcome and they never miss out on anything.*" Parents told us they was very happy with the care provided for their children. In the Quality of Care report, the child minder made constructive and progressive changes and planned training which she has successfully accomplished this year.

The child minder is effective in evaluating and planning for improvement.

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

The child minder is an experienced and knowledgeable carer who manages resources well.

The child minder is registered with PACEY and therefore undertakes the online training recommended nationally. They include; Partnership with Parents, Equality and Diversity, Data Protection and Promoting positive behaviour. All policies and procedures for safeguarding children are in place by the child minder and provided a valid MOT certificate and car insurance policy. The child minder has regular contact with other child minders locally

and has a procedural plan in case of any emergencies. The child minder has a public liability insurance and is registered with the Independent Commissioners Office (ICO).

The child minder manages her service and resources accurately well.

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

The child minder has good partnerships with parents, other child minders in the area and educational places to visit within the local area.

The child minder works in partnerships with parents with daily developmental progress reports. The child minder has good relationships with local child minders and attends the local playgroup regularly. The child minder takes the children out on walks locally to the nearby park. The child minder takes children out regularly to nearby parks, St Fagans, Merthyr Mawr Ogmore and Techniquet Toddler days.

The child minder has strong effective partnerships.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

Ensure hands are sanitised by child minder and children when handling pets.

## 6. How we undertook this inspection

Further information about what we do can be found on our website:  
[www.careinspectorate.wales](http://www.careinspectorate.wales)



## 7. About the service

Type of care provided	Child Minder
Registered Person	Gail Perry
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	Monday – Friday (7:30am - 6:00pm)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 October 2014
Dates of this inspection visit(s)	23 Janaury 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.
Additional Information:	



No noncompliance records found in Open status.