



Childcare Inspection Report on

Tina Cooney

Swansea



Date of Publication

29 March 2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

The child minder is registered by Care Inspectorate Wales (CIW) to provide home based child care for up to 10 children under 12 years. She operates her service from her home in Swansea. Child minding takes place on the ground floor of the home. The child minder has one dog. This is a mainly English language service with some use of incidental Welsh.

Summary of our findings

1. Overall assessment

Children receive affectionate care and appear happy at this service. The child minder knows the children in her care well and encourages them to choose what they want to do and to play. However, we noted that some improvements were required within the leadership and management of the service.

2. Improvements

During the course of this inspection the child minder:

- updated the Statement of Purpose;
- received new resources, toys and equipment through a grant application;
- forwarded notifications to CIW regarding a household member no longer living at the premises and regarding an assistant who no longer worked at the service.

3. Requirements and recommendations

During the inspection we made recommendations, which have been included at the back of the report.

1. Well-being

Summary

Children are relaxed and happy in the child minder's care and are able to make some age appropriate choices. Children enjoy the play opportunities offered and their independent skills are developing.

Our findings

1.1 To what extent do children have a voice?

Children make choices and are encouraged to communicate their wishes.

We saw children expressing themselves to make their views known. When asked which activities they would like to play with, they were confident in choosing or holding onto their selections. For example, a child was able to choose to paint or glue snowmen. On another occasion, children were able to choose if they wanted gravy or tomato sauce with their lunch. Children made independent choices within free play from a range of resources available in the play room. We saw that the children were fully at ease in the premises and they confidently moved around the main play room.

Children have a good voice at this service.

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

Children are happy and relaxed and have good attachments with the child minder.

Children appeared happy and relaxed. During our visit, children enjoyed dressing up in fairy dresses. Children happily went to the child minder and were smiling. Children were content as they sat and played with various toys in the room. During the morning, we saw one child looking very proud as she received a sticker.

Children appear happy, settled and relaxed. All children have good attachments with the child minder.

1.3 How well do children interact?

Children interact well with each other and with the child minder.

Older children were chatty and engaged in conversations with the child minder, with us and imaginatively on the phone. Children shared resources and respected each other. During role play we heard children speaking with family members on the phone. During our visit, one child at the service was non-verbal due to their age; however they were seen smiling and babbling happily at the older children.

Children interact well at this service.

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

Children are interested in their play activities and enjoy free play.

We saw children engaged in freely chosen play during our visit, including playing with dolls, soft toys, role play and books. Children persevered for some time with their activities, including creating a food menu for the role play shop. We also saw evidence of children's craft activities displayed on the wall. The child minder told us that she regularly took the children to the local park, library and soft play centres and we saw photographs of children enjoying their play and learning at those locations.

Children enjoy their play.

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

Children are developing some independence skills.

Children were developing their independence skills and at lunch time they all ate their food independently. We saw children choosing their own toys from the floor. Children successfully reached for a dressing up outfit and made attempts to dress herself before asking for assistance from the child minder. Children used the toilet independently. Older children were able to count to ten with a little assistance and snag independently. Older children were also able to hold conversations effectively with the child minder.

Children are developing appropriately and are becoming quite independent.

2. Care and Development

Summary

The child minder is experienced and enthusiastic in her role and is committed to meeting children's needs and promoting their development. She keeps children healthy and safe and manages behaviour positively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder keeps children safe and healthy.

The child minder had sound knowledge and understanding of safeguarding procedures and had attended a child protection training course. However, the safeguarding policy and procedure did not contain all relevant information. Good hygiene practices were observed during nappy changing. The child minder was aware of any children's food preferences and promoted healthy eating. There were basic risk assessments in situ. The child minder records fridge temperatures but does not always record the date. We saw evidence that the child minder records previous injuries as stated in her policy.

The child minder keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder encourages children to be kind to each other and is a good role model. She is vigilant and uses positive behaviour management strategies.

The child minder knew the children in her care well and was committed to meeting their needs. She was calm and modelled good behaviour, for example, she said please and thank you to the children. She planned appropriate activities for the children, and in the main those included free play, for example, she helped a young child count using painted stones. During our visit, the child minder played with the children and displayed a respectful relationship with the children in her care. She listened to and respected the children's views and opinions and praised them frequently.

The child minder manages interactions very well.

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

The child minder creates a nurturing atmosphere for play, learning and development.

The child minder provides a relaxed, friendly atmosphere in order to promote children's play and learning. The child minder was able to offer varied activities to meet the individual needs of the children. The child minder planned for fun free play activities with many day

trips and outings arranged to the park, playgroups, play zones for example. We saw photographs of outings that the children had been involved in. The child minder had created resources to promote numeracy and we saw her effectively assisting a child with counting to 10.

The child minder promotes play and learning opportunities effectively.

3. Environment

Summary

The child minder's home is warm and welcoming. There is sufficient space and resources to meet the children's needs and the play room is very child friendly. The environment is safe, clean and well maintained. Children have access to a varied and balanced range of stimulating resources, toys and equipment that are age appropriate.

Our findings

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

Children are cared for in a homely and comfortable environment which is clean, secure and child friendly.

The main door to the house was kept locked when minded children were present with the key readily accessible to the child minder. A record of visitors was kept. The back garden area was secure ensuring children could play safely. However, the child minder informed us that children did not use the outdoor area during the winter months due to health and safety. The fire safety officer had very recently conducted a home fire safety check. Regular maintenance checks had been carried out on the gas heating system.

The child minder ensures that the environment is appropriately safe for children's use.

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

There is plenty of space and resources to meet the children's needs.

Children spent most of their time in the playroom, which was very child friendly and had been designed to complement the foundation phase. There were many toys and resources available and they were easily accessible for the children. The walls were bright and colourful and complemented children's learning. Children ate their food at the kitchen table, which had been placed within the large hallway. Children were able to independently access the toilet.

The child minder ensures the environment is very child friendly.

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

Children have access to a varied range of toys and equipment.

The child minder ensured that children could access a range of interesting, stimulating toys and resources that promoted children's curiosity and allowed children to follow their interests. They included lots of art and craft materials, small world toys, cars, puzzles, role play toys, books and board games. During the inspection, the children did not access the

garden area and we were told that children generally do not access the outdoor area during the winter months. Toys and resources were easily accessible for the children to reach and access themselves. The child minder had successfully applied for a grant and had purchased new toys and equipment for the children; we saw children opening the new resources and proving them for themselves.

The child minder provides good quality resources.

4. Leadership and Management

Summary

The child minder is qualified and runs her service competently. She works closely with parents and carers and values the importance of working together. However, there is room for improvement in regard to some aspects of the paperwork.

Our findings

4.1 How effective is leadership?

Overall, the child minder is committed to providing a well run, organised service. However, we identified some areas which could be improved, in relation to the paperwork.

During the inspection period, we received an updated statement of purpose, which gave an accurate picture of the service and was made available to parents, together with policies and procedures. Generally, contracts were discussed and shared with parents, setting out the expectations of both parties and permissions for activities such as taking photographs, administering sun cream and seeking medical treatment in an emergency were sought. Policies were in place and were implemented although some minor amendments were needed for the safeguarding and complaints policy. The public liability insurance certificate was valid as well as the vehicle insurance documentation and MOT certificate

Leadership is appropriate.

4.2 How effective is self evaluation and planning for improvement?

The child minder makes improvements to her service, undertakes relevant training and seeks the parents' views.

The child minder had completed additional training, which included bereavement counselling and had applied her learning in her work. The child minder had completed the annual Self Assessment of Service Statement. The child minder had also prepared a quality of care report but needed to expand on the report to include parental views. The child minder had been successfully in obtaining a grant to purchase new resources for the children.

Self evaluation is adequate.

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

The child minder is aware of her conditions of registration and adheres to working in line with them.

The child minder had a valid DBS during the inspection but it had not been renewed in a timely manner when it expired. The child minder's diary showed that she recorded children's presence and that she stayed within her overall registered numbers. The child

minder had completed training such as safeguarding, first aid and food hygiene. The child minder is keen to further develop her practice and is proactive in that regard.

The child minder manages her service appropriately.

4.4 How effective are partnerships?

The child minder maintains effective contact with parents and external agencies.

Parents had completed documentation and had received general information about the service. Key Information had been gathered on children's likes and preferences so that the child minder had sufficient information about individual children. The child minder had good links with social services, a support service and with other child minders in the locality.

The child minder has established appropriate partnerships with professionals and with parents who value the service she provides.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the child minder;

- Ensures that the quality of care report is more reflective;
- renews DBS checks in a timely manner;
- informs CIW of any notifiable events in a timely manner;
- records the date on the fridge temperature records;
- updates the complaints and safeguarding policy and
- ensures that all contracts are signed in a timely manner.

6. How we undertook this inspection

This was a full inspection carried out as part of our normal inspection schedule. One inspector carried out two unannounced visits on 20 November and 23 November 2018. We also met with the child minder on 12 December 2018. We had received an anonymous concern prior to the inspection but the concern was unfounded.

- we looked at a sample of a range of documents and policies during the visit, such as children's attendance registers, risk assessments, accident/incident forms, development records, contracts and children's information forms, maintenance record forms and the quality of care review;
- we observed the interactions between the children present and the child minder;
- we undertook a visual inspection of the premises and measured the rooms used for the purpose of child minding and
- we gave out parent questionnaires.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Tina Cooney
Registered maximum number of places	10
Age range of children	3 months to 12 years
Opening hours	8.00am-6.00pm (also offers flexibility)
Operating Language of the service	English with some incidental Welsh
Date of previous Care Inspectorate Wales inspection	16 December 2015
Dates of this inspection visit(s)	20 and 23 November 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 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 More 'Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	