



Childcare Inspection Report on

Bethan Finlayson

Cardiff



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Description of the service

Bethan Finlayson is registered with Care Inspectorate Wales (CIW) to care for up to ten children under 12 years old. Her service runs from her home in Canton, Cardiff which she shares with her husband and two school age sons. The service operates from 7.45 to 17.00 from Monday to Friday throughout the year. The child minder uses both Welsh and English and the inspection was carried out in Welsh.

Summary of our findings

1. Overall assessment

Children are relaxed and comfortable in the child minder's home. They receive individual care and attention which meets their needs. Close relationships are evident as children attend the service regularly and are very settled. The environment is inviting and safe and is organised from a child's perspective. There are effective management systems in place which meet the requirements of the regulations, and the child minder is motivated to improve her service continuously.

2. Improvements

The child minder has addressed the recommendations outlined at the previous inspection. This includes keeping records of arrival and departure times of children and updating risk assessments.

3. Requirements and recommendations

There were no non-compliance issues identified at this inspection. Recommendations are discussed in the report and summarised at the end.

1. Well-being

Summary

Children are content and settled with the child minder. They receive good quality care which provides a strong foundation for their learning and development. There is a relaxed and comfortable atmosphere within the home and children are happy to express their views and opinions. Activities are provided which suit the age and stage of development of the children.

Our findings

1.1 To what extent do children have a voice?

Children receive support to make choices and their decisions are respected. The three younger children who were cared for during the day were in the early stages of learning how to express their needs effectively. The child minder was able to pre-empt what was required because she knew them very well. They moved around the room easily and made their own choices. Children were content to play with colouring pencils and puzzles and communicated easily with the child minder using the language of their choice. Two children used the Welsh language and one child used English. The child minder was careful to switch between both languages as needed. Older children are consulted about activities, the child minder makes a list of venues to visit during holidays, and the decisions of all children are taken into account.

Children have opportunities to express themselves and know what they have to say is understood and valued.

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

Children receive consistent, supportive care from the child minder. We saw they were familiar with the arrangement of the child minder's home which was organised to meet the needs of the children. One child was disorientated as the childminder usually attended a playgroup during the morning of our visit and needed comfort and reassurance from the child minder. The child minder was responsive and spoke tenderly to children. We heard positive language used which included 'well done, that is lovely'. The younger children clearly knew what to expect and understood the routines which included lunch followed by sleep. This contributed to their feeling of security and sense of belonging and wellbeing.

Children's emotional welfare is enhanced by the close, supportive relationships with the child minder.

1.3 How well do children interact?

Children interact appropriately and are considerate of the wishes and feelings of others. The three younger, pre-school children are beginning to understand how their behaviour affects others. They were happy to share crayons and played cooperatively

doing puzzles. They were dependent upon the child minder to facilitate and set up some activities and they showed patience at these times. Older children are happy to play with younger children after school who look forward to and value these interactions.

Children benefit by experiencing positive social interactions.

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

Children are happy to take part in a good range of play based activities which gave them satisfaction and a sense of achievement. They have regular opportunities to enjoy themed activities based on seasons and diverse cultural events. We saw photographic evidence of children dressing up on St David's Day and making cards and flowers at Easter. The child minder supported younger children to make cards for St Dwynwen's day during our visit and they were keen to give them to their parents. Children concentrate well and express satisfaction when they complete jigsaws and craft activities. They attend a playgroup or visit parks most mornings and meet up with children of other child minders which extends their experience and promotes the development of social and communication skills.

Children have good opportunities to develop new skills and knowledge because of the experiences provided.

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

Children receive support to follow their interests and develop independence skills. Older children who attend the service before and after school understand the need to keep their belongings where they are easily accessed when required and to get themselves ready for school. Most children can prepare themselves to leave the child minder's home for school in good time. Children who decide they want to walk to school with friends are permitted to do so with written parental permission. Children feel comfortable to ask the child minder for support when needed and are developing a good range of useful self-help skills. They have secure relationships with the child minder and other minded children, which helps them to develop self- confidence and social interaction skills. They value the opportunity to engage in physical activities after school and during school holidays and this is promoted widely for all children by the child minder.

Children enjoy good play and learning opportunities which benefits their overall development.

2. Care and Development

Summary

The child minder is an experienced and confident childcare practitioner and has developed a good range of effective systems to ensure that children's health and safety is considered and that their needs are met. She has put in place the required policies and procedures to promote positive outcomes for children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a good understanding of her responsibility to safeguard children and to promote their welfare. There is a safeguarding policy in place which does not refer to the Prevent duty. This is a government strategy which outlines the responsibility of all service providers to protect children from the dangers of radicalisation. During our discussions the child minder told us that she was confident to recognise any safeguarding issues and clear about her duty to refer any concerns relating to the welfare of a child to the appropriate authority. Accidents are well recorded and are typical of the age and stage of development of the children. There is also a record kept of children's existing injuries received before they attend the service.

The childminder has registered her business with the Environmental Health department and has recently completed a food hygiene training course. She has rigorous systems in place to prevent and control infections and sets down clear boundaries about when children can resume attendance after illness.

The child minder keeps children safe and healthy by maintaining effective systems which are regularly reviewed.

2.2 How well do practitioners manage interactions?

There is a behaviour management policy in place and the child minder told us that she uses positive behaviour management strategies to promote children's welfare. She takes into account the age and developmental stage of children and understands that these factors can affect children's behaviour. We heard the child minder praising children for good behaviour and saw that she used distraction techniques to refocus children when needed. She works with parents to decide on specific strategies if needed. The child minder is a positive role model and maintains a calm environment within her home. Children understand there are rules and expectations that children are respectful to each other,

The child minder promotes positive interactions and provides children with clear boundaries with regard to behaviour.

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

The child minder has effective systems in place to promote children's learning and development. She has a good understanding of children's specific needs and their backgrounds and keeps in close contact with parents to ensure all information relating to a child's welfare is shared. She encourages children to express their individuality and actively plans sessions before children arrive to ensure their time is well spent. Daily activities and milestones achieved are recorded in developmental journals for pre-school children and are shared with parents. Each child has a book which contains all the paintings and handiwork completed at the service. These are valued highly by children and parents and are a good record of children's development and learning achievements.

The child minder provides appropriate activities to meet the individual preferences and learning needs of children.

3. Environment

Summary

The child minder's home is safe, inviting and well maintained. Children use the living/dining room, kitchen and downstairs bathroom facilities. Babies use one bedroom upstairs for sleep purposes only. Good attention is given to safety and security. The child minder ensures that children receive good supervision at all times. The garden area is not currently used for child minding purposes.

Our findings

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

The environment is clean, well maintained and secure. Regular safety checks take place and risk assessments are carried out on all areas of the premises. The child minder uses a checklist each morning to ensure that any hazards are minimised. The exits are locked at all times and a record is kept of any visitors when minded children are present. Children wear wristbands when they are on outings which contain all relevant information to keep them safe. The child minder wears a similar band with contact details to be used in an emergency. We saw evidence of regular servicing of the gas boiler and that Public Liability insurance is in place. Records of monthly fire drills require additional information such as the names of children present, and any learning gained from the process.

The child minder provides a safe and secure environment for children.

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

The premises are clean, welcoming and attractive. The environment is arranged to maximise the space available and children easily reach all resources which are stored appropriately. They move around confidently and freely. There is a downstairs toilet which is well maintained and accessible with good attention paid to hygiene matters. High chairs are available for children to use and a small child sized table for table top activities. Children do not currently use the garden and the child minder is currently updating her statement of purpose to reflect this. Children receive good supervision at all times and ratios are maintained. The child minder keeps a record of the times of arrival and departure of all children.

The child minder maintains an environment which is comfortable and homely and promotes children's independence.

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

All resources and equipment are of good quality and provide developmentally appropriate play and learning opportunities for children. There is a good range of toys and resources to maintain the interests of all the children of varying ages. Older children who attend the service after school are keen to play outside in the park on the

way home from school and this is arranged as appropriate. Children have a good choice of games and craft materials and vary these activities with the PlayStation and television when they want to relax. During school holidays, outings included a visit to the Eisteddfod in Cardiff and local visitor attractions. Children have good opportunities to learn about the sustainable management of resources by using recycled and natural materials to make Christmas reindeers and cardboard daffodils for St David's Day.

The child minder ensures that all resources are appropriate for the needs of the children and that they enhance their experience and development.

4. Leadership and Management

Summary

The child minder manages her service efficiently with due regard to the National Minimum Standards for Regulated Childcare (NMS) and to the Child Minding and Day Care (Wales) Regulations. She is well motivated and has extensive experience working in early years services. The child minder is open to new developments and demonstrates confidence and skill to promote positive outcomes to children and their families.

Our findings

4.1 How effective is leadership?

The child minder organises her service effectively. There is a statement of purpose in place which provides an accurate picture of the service provided. The child minder told us that she regularly consults the CIW website to ensure that she is up to date with any new developments. During our discussions, it was clear that the child minder understands her responsibility to keep CIW informed of any changes or service developments. She is affiliated with a national child-minding umbrella organisation which provides information and support as needed. We saw that the required training was in place and that additional learning relating to children's nutrition had been undertaken. All the required policies and procedures are in place and we noted that these are regularly reviewed. These policies also need to include the date written and reviewed for clarity. The child minder is registered with the Information Commissioners Office (ICO) and understands the need to maintain personal data safe and confidential.

Effective organisation ensures all systems work to ensure that children receive a good quality service.

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

There are suitable systems in place to evaluate the service and plan for improvement. Questionnaires sent to parents provide information about whether the service meets children's needs and feedback about the quality of care and provide positive comments about the service. There is a questionnaire for children which is child friendly and uses pictures and smiley faces. The quality of care report requires that the views of children and parents be included to provide a service user assessment of the service. The child minder intends to send in the report to CIW on completion. There is a complaints policy in place which requires updating to accurately reflect the role of CIW. No complaints have been received.

There are effective systems in place to promote service improvements.

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

The child minder maintains detailed records of her qualifications, training and DBS certificates of herself and her family. She told us that she has arranged for a

registered child minder who lives locally to care for her minded children in the case of any emergency or unforeseen situation. The child minder does not employ an assistant. She plans for each session to ensure children's specific needs are taken into account and that all resources match the age and stage of development of the children in her care.

The child minder meets her legal responsibilities with regard to maintaining records that demonstrate her suitability to care for children.

4.4 How effective are partnerships?

Partnerships with parents are positive. Parents provide extensive information about their child's needs at registration and provide updates when needed. All decisions relating to the welfare of the child are taken in consultation with parents. The child minder follows the directions of parents with regard to care routines which include sleep and potty training and provides them with a daily journal for pre-school children. Parents can use settling-in sessions to provide the child minder with information relating to their child's routines. We saw four children's record folders which contain good information about their preferences and care and health needs. Statements from parents outlined their satisfaction with the standard of care provided by the child minder and included, *'I am thoroughly satisfied with the high standard of care provided to my child'* and *'happy, nurturing and positive environment'*.

The child minder maintains positive, professional relationships with parents to maximise the benefits of the service to children.

5. Improvements required and recommended following this inspection

5.1 Areas of noncompliance from previous inspections

None

5.2 Recommendations for improvement:

- Insert information about the Prevent strategy into the safeguarding policy and carry out Prevent training;
- complete detailed fire drill records for each drill;
- update statement of purpose to include details of the use of the garden and send to CIW;
- ensure all policies are regularly updated and include dates of this activity to promote transparency;
- include the views of children and parents in the quality of care review and send to CIW when complete and
- clarify the role of CIW with regard to management of complaints within the complaints procedure.

6. How we undertook this inspection

One inspector undertook an unannounced visit to the service for four hours:

- we engaged with the eight children present;
- we looked at the information held by CIW;
- we looked at a wide range of records. These included the statement of purpose, risk assessments, copies of policies which included safeguarding, safety records and monitoring records. We also looked at children's records and
- we made a visual check of the premises used by children.

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	Bethan Finlayson
Registered maximum number of places	10
Age range of children	Six months to 12 years
Opening hours	7.45 – 17.00 Monday to Friday including school holidays
Operating Language of the service	Welsh and English
Date of previous Care Inspectorate Wales inspection	22 July 2015
Dates of this inspection visit	24 January 2019
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service provides the Active Offer in relation to the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use or might use the service.
Additional Information: None	