



Childcare Inspection Report on

Felicity Baker

Cardigan

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Felicity Baker has been registered since 2007. She provides care for a maximum of 10 children under the age of twelve from her home in Cilgerran, Cardigan. The operating hours are 7am to 7pm Monday to Friday. The languages of care are both English and Welsh.

Summary of our findings

1. Overall assessment

Children are cared for by an experienced and caring child minder. Children are well settled and have formed positive attachments to the child minder. They are looked after in a safe and stimulating environment with plenty of play space both indoors and outdoors. Parents are very happy with their children's care and the service that is provided. The child minder plans for improvements and manages the service effectively and efficiently.

2. Improvements

The child minder has purchased additional toys and equipment including a new double pushchair and high visibility jackets.

3. Requirements and recommendations

We made a recommendation in relation to health and safety. This can be found at the back of the report.

1. Well-being

Summary

Children feel safe, settled and happy at the service. They express themselves confidently knowing their voice will be heard. Children enjoy their play very much. They are learning and developing well and becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and are able to make choices and decisions.

Children had a choice of activities and confidently made their decisions known to the child minder. For example, one child told the child minder "I want to play with that" indicating they wanted to play with a house built from lego. They knew they would be reacted to positively and their play was very much child led. They asked the child minder for help when needed. For example, when playing a game of picture dominoes one of the children told the child minder "I want you to help me please." The child minder reacted positively joining in the game. The children took books from the bookshelves and enjoyed looking at the books of their choice. They approached the child minder to show her what they were playing with from time to time. For example, one child said, "Look it's a baby polar bear" before happily returning to play.

Children have a clear voice at this service.

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

Children are safe and well settled. They are familiar with the daily routine and have a warm relationship with the child minder.

Children woke from their morning sleep happily and cuddled into the child minder whilst they took in their surroundings and the other children busily playing. Children excitedly chatted to the child minder about the fireworks that they had watched. "I saw the fireworks. They went bang!" They chatted animatedly about the other children who attended the service and how they liked to play with them after school. Children sang to themselves as they played happily. Children slept at various times and felt relaxed enough to fall asleep independently.

Children are well settled, happy and relaxed. They have formed positive attachments with each other and the child minder.

1.3 How well do children interact?

Children are learning to manage their behaviour. They take turns, collaborate and help each other.

Children enjoyed building a lego house together. They passed bricks to each other and talked animatedly about which part of the house they were making. For example, one child said "This is the shower. I don't like the shower. I don't like getting my hair wet!" They took turns when completing a large floor jigsaw with one child generously

giving the last piece to another child to complete the jigsaw. When one child looked through binoculars another child exclaimed "And me! And me!" They were handed the binoculars immediately. They smiled gratefully at their friend and said "Thank you." When the baby woke up from their sleep the children excitedly jumped up and down in anticipation at seeing them. They stroked the baby's hand gently and stroked their hair affectionately.

Children interact extremely positively with one another.

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

Children follow their own interests and have free choice of activities.

Children confidently got out books they wanted from the shelves. They enjoyed looking at the books, with a child declaring, "I like this book, superheroes! That's interesting!" Children thoroughly enjoyed playing with large floor jigsaws. They collaborated to complete the jigsaw. They became animated and excited when they found the piece of jigsaw they were looking for. For example, one child excitedly said, "There it is! I've found it!" Children enjoyed experimenting with a coloured magnifying glass. They looked at objects with the magnifying glass and without and laughed heartily at the difference. Children's questionnaires confirmed that they enjoyed their play and learning.

Children thoroughly enjoy their play and learning.

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

Children are developing their skills and learning to be more independent.

Young children independently accessed the resources themselves, getting out toys as they wanted. They got out lego and books from shelves. Children tidied up resources and placed them back in the correct places. Children brought their own snacks and lunch. They were able to open small pots and feed themselves with small cutlery. They drank water from beakers independently. Young children went to the toilet, washed and dried their hands independently under supervision. Children had the opportunity to develop their gross motor skills as they played in the garden after school and played on the large apparatus.

Children are motivated to develop and become independent.

2. Care and Development

Summary

The child minder promotes healthy lifestyles and is effective at keeping children safe. She has policies and strategies in place to promote positive behaviour. The child minder is committed to meeting the individual needs of children in her care.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implements safety policies and procedures.

The child minder has a good understanding of child protection procedures and had up to date training. She clearly outlined her response if she had any concerns. She is currently undertaking a play work course with a module focusing on child protection. The child minder had prepared risk assessments for the indoor and outdoor area. Records evidenced regular fire drills and she had registered with the local food standards agency. Although she did not provide snacks or lunch for the children, parents were encouraged to provide healthy food and the child minder had a healthy eating policy in place. The child minder provided water or milk to drink. Children had access to an outside play area and visited the local park regularly. The child minder supplied the children with high visibility jackets when on visits and carried a small first aid kit. She had up to date paediatric first aid and food hygiene training.

The child minder consistently keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is consistent in her interactions with the children.

The child minder was gentle and patient with the children and a good role model. She praised children consistently saying for example "Nice singing!" when a child was singing to themselves. When a child completed a jigsaw, the child minder praised them by saying, "Well done. You are clever!" When the children tidied up, the child minder said, "You are good tidy uppers!" The child minder spoke in a whisper when children became excited and boisterous. The children immediately spoke quieter and were calm. Children behaved exceptionally well during our visit and were very kind to one another.

The child minder manages behaviour consistently and competently.

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

The child minder provides a nurturing and caring atmosphere and is responsive to children's individual needs.

The child minder was caring and affectionate with the children in her care and this was confirmed in the parental questionnaires. For example, "Felicity is great! My child loves the time spent with her. As a parent, I find Felicity to be highly communicative on

all aspects and flexible whilst providing a nurturing environment for growth and development.” The child minder collected information regarding children’s likes and preferences prior to them starting at the service. She filled in daily diaries for younger children with details about their activities, food and sleep. The child minder took photographs of the various activities undertaken by the children and shared these with the parents. She took every opportunity to promote children’s development, for example when a child had two pairs of binoculars she asked which was big and which was small. She provides the active Welsh Offer with regards the Welsh Language.

The child minder promotes the children’s play and development effectively.

3 Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for children. She uses the conservatory for the majority of her child minding with children sleeping in the living room. Children have access to a large garden.

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 actively used her diary to record visitors. The doors were kept locked and the gate to the garden was bolted shut from the inside. The premises were clean, comfortable and well maintained. The child minder had risk assessed all areas used by the children. Smoke alarms received regular checks. She carried out fire drills regularly and recorded details in her diary. Cleaning equipment was kept in a cupboard in the kitchen that the children had no access to. The garden was enclosed. The child minder ensured the pet dog had no access to the part of the garden used by the children.

The child minder operates effective procedures to keep the environment safe.

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

The premises are welcoming and well maintained.

There was sufficient space and facilities on the premises and the children could easily access toys and resources. Child sized furniture was available in the conservatory and children's artwork was displayed. The children had access to a large outside area. The children did not play outside during our visit; however we inspected the area and found it to be well-resourced and enclosed. Children confirmed in the questionnaires that they enjoyed playing in the garden.

The environment is well suited to children.

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

The child minder ensures that children have access to suitable equipment and resources.

Toys were clean and in good condition. The conservatory contained a wide range of equipment and resources to suit all age ranges. These toys included for example, games, books, action figures, dolls and lego. There were plenty of materials available for craft activities. Equipment such as highchairs, changing mats and steps were in good condition. The outside area had a selection of equipment and resources such as swings, ride on cars, a large plastic caterpillar tunnel and seesaw. The outdoor equipment were in good condition and suitable for the children to play with.

The child minder consistently ensures that the resources and equipment are of good quality.

4 Leadership and Management

Summary

The child minder is motivated and clearly enjoys looking after children. She maintains the required records and documentation and has good organisational skills.

Our findings

4.1 How effective is leadership?

The child minder creates a positive ethos whereby children feel valued. She provides an up to date statement of purpose that reflects an accurate picture of the service provided.

The statement of purpose was clear, informative and provided an accurate picture of the service. All required records and documents were in place and well organised. The child minder obtained all necessary forms from parents such as personal information and contracts. The child minder had obtained emergency medical consent from some parents but not all. However, the child minder rectified this immediately. Parents and the child minder signed accident and incident logs. The child minder had a range of policies and procedures that focused on meeting the children's needs such as child protection and behaviour management.

Leadership is acceptable.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place for reviewing her service and values feedback from parents and children.

The child minder provided questionnaires to parents asking for their feedback on her service. Feedback from parents was very positive with comments such as "She makes me feel as though my child is 1:1. I wouldn't choose anyone else." The latest quality of care noted the need to redecorate the conservatory and the child minder's intention of studying a level 3 play work course. Children's feedback about the service was very positive including their enjoyment of playing in the garden, colouring and playing with their friends.

The child minder actively evaluates her service.

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

The child minder has appropriate childcare experience and qualifications.

The child minder has up to date training in safeguarding, paediatric first aid and food hygiene. She and all household members over the age of sixteen had valid DBS certificates. She had registered with the local food standards department. The child minder had a valid public insurance certificate and all car documents were correct.

The child minder is well organised in the management of her business.

4.4 How effective are partnerships?

The child minder works closely with parents and other child minders and attends toddler groups in the community.

The child minder had a positive working relationship with parents and provided a daily diary of events for younger children and verbal feedback to the parents of older children. The child minder met up with other child minders in the area to allow the children to socialise and to share ideas. She took the children to toddler groups ensuring that the children remain part of the community. She takes the children to the local park, wild life park and summer festival.

The child minder has positive partnerships with parents and the wider community.

5 Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that children have individual towels or paper towels to dry their hands to avoid cross contamination.

6 How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to confirm availability.

One inspector visited the service on the 20 November 2018 for a total of 4 hours. Feedback was given over the phone at a later date. We

- inspected a sample of documents and policies;
- observed care practices, and
- spoke to the children and child minder.

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	Felicity Baker
Registered maximum number of places	10
Age range of children	0-12
Opening hours	7am-7pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	12 December 2015
Dates of this inspection visit(s)	20 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?	Yes. This is a service that provides an “Active Offer” of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	