



# Childcare Inspection Report on

**Janine Bryant**

**Cardiff**



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## **Description of the service**

Janine Bryant is based in Radyr Cheyenne, Cardiff. Her service is provided from her home and she minds alone. The service operates five days a week in term time and in school holidays and is conducted through the medium of English. The child minder is registered to care for a maximum of five children, and has been registered since April 2007.

## **Summary of our findings**

### **1. Overall assessment**

Children attending this service benefit from warm relationships with a motivated child care provider who has a sound understanding of each child and is able to meet their needs. Children are well settled and enjoy attending the service. The play environment is generally safe and secure, but furnishing and resourcing of the play space should be improved to ensure children have good opportunities to engage in a variety of interesting play experiences. Parents and children benefit from a reliable service, but some areas of improvement are required to ensure the service is working in line with the regulations and the National Minimum Standards for Regulated Childcare 2016 (NMS).

### **2. Improvements**

The child minder has shown a commitment to her continuing professional development by undertaking training courses which support her in her role so she can provide suitable outcomes for children. These included training on safeguarding children, supporting children's emotional well-being, and equality and inclusion.

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

We found that the service is not complying with its legal responsibilities in respect of recording the administering of medication (regulation 26(2)(c)). This is because although the details of the medication have been recorded in full with the parental permission, no records have been made of the administering of the medication. On this occasion we have not issued a non-compliance notice because the child minder gave assurances that this would be fully recorded in the future. This will be considered at the next inspection of the service.

We also found that the service is not complying with its legal responsibilities in respect of the Statement of Purpose (regulation 15(1)(a), (c), (d) and (e)). This is because there is insufficient information in the service's Statement of Purpose to reflect how the service operates. On this occasion we have not issued a non-compliance notice because the child minder gave assurances that this would be addressed as a matter of priority and submitted to CIW.

We have given recommendations in relation to activity planning and records of development, the maintenance of décor in the home, the storage of resources and documentation within the service.

# **1. Well-being**

## **Summary**

Children benefit from a positive and enjoyable care provision. Children receive praise, are forming positive relationships and their choices are valued. Children are well behaved and polite, and have opportunities to practice skills.

## **Our findings**

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

Children are encouraged to speak and express themselves, and their views are valued by the child minder. One of the children present during our visit was just beginning to verbalise and we saw that the child minder was conscious of taking account of the child's verbal and non-verbal communications. Additionally, each time the child wanted something else to do, the child minder encouraged them to choose from the resources them self and she made some suggestions to help remind them of the options they could pick from. The school aged children told us that the child minder asked them on the way home from school what they wanted to do and they chose playdough, which they were playing with as we chatted. They said it is one of their favourite things to do at the child minders, as well as drawing.

Children are able to make choices over their play at this service.

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

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. Children have developed bonds of affection with the child minder. They are happy and confident to approach her, to seek comfort from her when necessary and are keen to interact with her and include her in their play. The children are happy and they smile and laugh whilst they are playing. They were also confident to move between the resources available and the stored resources available to them. The pre-school aged child present was very well settled and content. They expressed happiness at many of the child minder's suggestions, even helping to tidy up, and was pleased with the praise they received and to be helpful. The school aged children told us that they enjoyed their time at the service.

Children in this service are well settled, happy and confident, and feel valued.

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

Children are learning to co-operate, take turns and share, as well as becoming sensitive to the emotions of others. The pre-school aged child present was very happy to interact with the child minder and was responsive to her requests. The school aged children play nicely together. They played with playdough alongside each other, sharing ideas and praising the things each other had made. The children are also supportive of each other. The school aged children made bookmarks and they praised each other for the quality of their drawings. When the pre-school aged child joined them, they also praised them for their drawing, which was very kind of them. After the activity was finished, the child minder asked them for some 'team work' in helping to tidy up and the children agreed with no fuss. The children were polite without being prompted, using please and thank you's.

Children in this service learn to manage their behaviour, and experience warm and friendly interactions with their peers.

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

Children are interested in the play based activities which are very much led by them. The pre-school aged child present was very happy in their play. They laughed and smiled and shrieked with pleasure as they explored new things to do. We watched them draw a picture, and when they were done, they held it up to look at it and smiled broadly. The school aged children told us that are never bored at the child minder's home.

Children enjoy their play and learning, sustaining interest in their play and gaining a sense of achievement from it.

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

Children are developing across a range of skills. The child minder spoke knowledgeably about the children, and was able to tell us a little about the progress the children had made whilst in her care. Children could access the stored toys in the playroom and we saw them doing this frequently. The child minder encouraged a pre-school aged child's independence by asking them to go with her to help her find a toy they had asked for and choose which train they particularly wanted. There was also a water dispenser in the kitchen so children could help themselves to a drink when they wanted.

Children are developing some appropriate skills.

## **2. Care and Development**

### **Summary**

Children and parents benefit from a practitioner who has a sound understanding of individual children and is able to meet their care needs. The child minder provides activities which the children enjoy, but some recorded activity planning and recording of children's development would help support her in meeting children's development needs. The child minder respects the children in her care and the decisions they make. Children remain safe and healthy at the service because the child minder understands her responsibilities.

### **Our findings**

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

The child minder ensures that the service's policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. The child minder was able to give a suitable explanation of how she would deal with child protection concerns and had recently undertaken an online child protection course to refresh her knowledge. Suitable hygiene is promoted at the service. Food preparation areas and high chairs were clean and all children were encouraged to wash their hands before snack and meals. The service has registered with the local Environmental Health department as a food business. The child minder provides all of the food for the children and we saw the food provision was balanced and nutritious. We did note that children were allowed to drink squash from flasks with a straw. In line with Welsh Government's Food and Nutrition for Early Years guidance, squash should not be provided and, children should be encouraged to drink from lidless cups from the age of one year. The child minder undertook mandatory paediatric first aid training in July 2016 and is aware of the need to renew this training every three years. Records showed that fire drills have been conducted regularly every month.

The child minder keeps children safe and healthy and there are policies and procedures in place to support this.

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

The child minder sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour, taking into account children's age and understanding. We observed that the child minder was positive and warm in her guiding of behaviour. She was proactive in praising the children when they behaved well, thereby reinforcing this good behaviour. We saw her praise good sharing and helping to tidy up. She was also very encouraging when the children made a good

effort and praised this, and it was evident from our observations that the children responded well to this praise and encouragement. No significant issues of behaviour management occurred during the inspection, largely thanks to the positive approach taken.

The child minder manages interactions effectively and this has a positive impact of children's experiences at the service.

### **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 environment in which children's care needs are met. We saw that the children were very comfortable to interact with her and she responded to them with affection. Warm relationships were evident. The child minder spoke with the children in a consistently calm and reassuring manner, which put them at ease. The child minder told us that she takes into account what the children enjoy to decide upon activities she provides. However, the child minder does not keep a record of children's development which she could use to identify children's next steps in learning. She also does not sufficiently consider children's next steps in learning when providing activities, and the planning of any activities is not recorded.

The child minder effectively promotes children's well-being through the play and care provided. Children are developing appropriately, but the planning of activities should be recorded, as well as children's development, so that their next steps in learning can be taken account of and promoted.



### **3. Environment**

#### **Summary**

The premises are secure and in the main clean, with plenty of space both indoors and outdoors for children to play. However, the maintenance of décor should be improved in some areas. Children have access to suitable resources, but they would benefit from the storage of resources being improved so they can more easily find what they want. The systems in place for managing risk are effective.

#### **Our findings**

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

Parents can be confident that all areas used by children are safe and secure. Valid insurance cover for public liability was in place. However, the safety certificate for the gas system within the premises had expired 8 months previously. The child minder had already booked for a new safety check to be conducted, but a system should be introduced to ensure this is not allowed to lapse in future. The home was secure during the inspection as the child minder locked the front door behind us. The majority of risks in the home had been mitigated and the system in place for managing risk was effective. We examined the risk assessments for the service and found that they were comprehensive and kept under review. However, we found that the décor was not suitably maintained in all areas and required attention. This included areas of wall in the lounge and playroom with chipped or peeling paint and areas of wall and skirting in the playroom where black mould had developed from condensation. When we discussed this with the child minder, she said she was aware of this and had plans to make improvements.

Children are cared for in a safe, clean and secure environment, but the décor should be improved.

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

Children's well-being is promoted within the home because the facilities and equipment provided meet the children's needs. Children benefit from plenty of play space, both inside and outdoors. They have access to a dedicated playroom where the resources are stored, plus the adjoining lounge for playing and the kitchen for meals and crafts. The child minder had displayed photographs of the children and examples of their work the walls of the playroom and she told us that she rotates these so children can also take things home. She said that the children enjoy seeing their photos and work and are proud that they are being displayed. However, we found that the storage in the playroom is not sufficient for the resources and therefore many were stacked up on surfaces and were not easily accessible for the children. In

discussion, the child minder recognised that the playroom needed to be tidied, the resources needed to be audited and that many have become mixed up. She made a start on this during our visit.

Children benefit from a suitable environment with space to play, learn and develop, but the storage of resources should be reconsidered.

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

Children have access to toys and equipment that are appropriate and suitable to their needs. We saw that the resources at the service covered a suitable range of play opportunities. Child sized table and chairs were available in the playroom for young children to do table top activities. Older children also used the kitchen table for the craft activities they wanted to do after school, and later they were able to rest on the settees in the lounge. We saw children freely accessing some of the resources stored within the play space, finding what they wanted to play with from what was available. The child minder told us she is mindful to clean the resources on a regular basis and check for wear and breakages.

Children benefit from a suitable range of toys and equipment that promote their development.

## **4. Leadership and Management**

### **Summary**

Parents and children benefit from a reliable service, but some areas of improvement are required to ensure the service is working in line with the regulations and the NMS. The child minder is proactive in planning for her continuing professional development and in sharing information with families.

### **Our findings**

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

Children and parents benefit from a reliable service but not all aspects of the service are well planned. The child minder has a brief Statement of Purpose in place but it does not contain all of the information required by regulations and parents cannot therefore make a fully informed choice about using the service. The child minder is therefore not meeting her legal responsibilities in this respect. However, we have not issued a non-compliance notice on this occasion because the child minder gave assurances this would be addressed promptly and the updated Statement of Purpose submitted to CIW. We examined the service's policies and found them to be generally appropriate, although a number of policies require additional information and this was discussed with the child minder (see section 5.2 Recommendations). The child minder records accidents and incidents appropriately and has a system in place to record any existing injuries children have when attending the service. However, we found that the system in place for recording medication did not record the administering of medication, only the request from parents for the medication to be administered. The service is therefore not compliant with its legal responsibilities. However on this occasion we have not issued a non-compliance notice because the child minder gave assurances that this would be recorded in future. We also found that the register of children's attendance did not include the children's full names.

Parents cannot be fully confident the provision is well run through sound leadership and management because there are elements of the service where insufficient care and attention has been paid to the requirements of the regulations and NMS.

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

There is a system in place to ensure that a self evaluation of the service is undertaken. The child minder told us that she consults with parents and children to complete an annual Quality of Care review and that once she received their feedback, she uses this information to inform a Quality of Care report and make improvements to her service. However, we found that the most recent report did not set an action plan for improvements to be made to the service based on the feedback received.

The child minder draws on first hand evidence and the views of parents and children but this information should be used inform her plans for improvements to the service.

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

The child minder is effective in managing her own time and prioritising activities responsively to ensure that the children's needs are met in a timely manner. We observed the child minder to be well organised in her daily activities and we saw that this allowed her to remain calm whilst delivering care. Examples of this included having children's snack or meals prepared and at hand for when it is needed, as well as having sleep and nappy change resources easily accessible. This calm and relaxed care environment has a positive impact on the children's mood and their interactions. Procedures are in place to ensure the person caring for children is suitable and qualified to do so. The child minder and members of her household over the age of 15 years each have current DBS checks in place and the child minder has a system to ensure they are renewed as necessary. The child minder has also shown a commitment to her continuing professional development by undertaking several training courses to further improve her understanding of child care and related matters. There are contingency plans in place to deal with emergencies and a nominated child minder is in place who can be called upon in an emergency.

On a day to day basis the service is well organised and this has a positive impact on children's experiences.

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

Children have their needs and preferences identified and parents know how these will be met. The child minder told us that when parents make an enquiry about engaging care, she asks them to visit the service so that they can discuss their requirements and the service she can offer, and settling in visits are arranged for the child. A child record form is completed by parents so that the child minder has all the information necessary to be able to provide care to the children and meet their needs, such as the child's likes and dislikes, routines and development. Parents are kept involved and informed about their child's activities. The child minder talks with parents at the beginning and end of each day to exchange information about how the child has been. The child minder also sends text messages to parents during the day for reassurance if required or to share photographs of what their child has been up to.

Children's needs are identified and the child minder values the relationships she develops with families.

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

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

None

### **5.2 Recommendations for improvement**

- Children's development should be recorded and this should be used to identify children's next steps in learning and inform activity provision, which should also be recorded;
- Welsh Government's best practice guidance for Food and Nutrition in the Early Years should be considered - squash should not be provided and children should be encouraged to use lidless cups from age one;
- a system should be implemented to ensure that gas safety checks are renewed before they expire;
- the maintenance of décor within the lounge and playroom should be improved;
- storage arrangements within the playroom should be reconsidered to ensure children can find resources easily and that they are attractive to children;
- children's full names must be included on records of attendance;
- the service's Quality of Care Report must include an action plan for improvements for the following 12 months;
- the Child Protection policy should be updated with the new contact details to make safeguarding referrals (i.e. Cardiff MASH);
- the Lost Child policy should give more detail as to the safety considerations, how the other children would be kept safe during a search, and he need to notify CIW after the event;
- in the Uncollected Child policy, the timescales for taking action should be reconsidered; and
- the Healthcare, Illness and Exclusion policy would benefit from the inclusion of the Public Health England recommended exclusion periods for school and early years settings.

## **6. How we undertook this inspection**

This was a full inspection undertaken as part of our normal schedule of inspections. The inspection was announced to ensure the availability of the child minder.

- One inspector visited the child minder across two visits on one day to observe children and the care they received;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the day; and
- we looked at a wide range of records. These included the Statement of Purpose, policies, health and safety records, and children's records.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Janine Bryant
Registered maximum number of places	5
Age range of children	Six months to 12 years
Opening hours	8am to 6pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 September 2014
Dates of this inspection visit	4 December 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?	<p>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>.</p> <p>The service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</p>
Additional Information: None	