



# Childcare Inspection Report on

**Rosemary Fish**

**Pontypool**



**Date of Publication**

**Wednesday, 15 May 2019**

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## **Description of the service**

The child minder is registered with Care Inspectorate Wales (CIW) to care for up to nine children under the age of 12 years. She operates her service from the family home that she shares with her husband and school aged children. The child minder offers flexible care, including part time and wrap around provision. The service operates from 8.00am until 6.00pm, on a Tuesday, Wednesday and Friday. It is an English speaking service with Welsh introduced through play.

## **Summary of our findings**

### **1. Overall assessment**

Outcomes for children are good in relation to their well-being. They are secure and happy in an environment they are familiar with and they are building positive friendships with their peers. They have varied and interesting play and learning opportunities both indoors and in the wider community. The child minder is a warm, responsive and engaging practitioner and manages children's social behaviour in a positive way. However, she does not have a current paediatric first aid certificate. The environment is secure and children have access to a good selection of play and learning resources to promote their development and make their time at the service enjoyable and interesting. Leadership of the service is satisfactory. There are some good systems in place to ensure the smooth running of the service, but some documents require development.

### **2. Improvements**

The child minder records times of children's attendance and has updated her safeguarding and food safety training.

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

The registered provider is not meeting their legal responsibilities in relation to having an up to date paediatric first aid certificate. We have not issued a non compliance notice on this occasion. This is because the child minder had arranged training, but due to unforeseen circumstances, she was unable to attend. She is now looking for an alternative course.

We have made recommendations in the care and development, environment and leadership themes. The recommendations are outlined in the report. They are also summarised in section 5.2.

# **1. Well-being**

## **Summary**

Children are secure and happy in an environment that they know well. They have a good selection of play and learning experiences to promote their development. Additionally, they are forming positive relationships with their peers.

## **Our findings**

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

Children are confident to speak up and make their needs known. We heard a child say *"Can you help me?"* and the child minder responded to their request. One child asked to do a drawing activity and appropriate resources were provided. We noted that children freely chose their play activities and followed their areas of interest. There is an over 8's policy so that children can raise a complaint or concern about the service.

Children have a voice and are confident to express themselves.

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

Children are familiar with their surroundings and are secure in a 'home from home' environment. We saw that a child was excited and happy to see the child minder when they arrived at the home. All the children settled immediately on arrival and we observed a child spontaneously approach the child minder to hold her hand. We saw that children were happy and smiling throughout our inspection visit. We spoke to one child who told us that they liked visiting the child minder's and playing with dolls.

Children have formed bonds of affection with their carer. They are safe and happy in a home environment that meets their needs.

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

Children have good opportunities to develop their social skills. Children approached other children to give them cuddles and children of different ages sat appropriately together at the dining table. During play activities, children were respectful of each other and sat on the floor playing happily. There was a friendly and warm atmosphere in the home and minded children responded positively when the child minders son came home from school and played with them.

Children interact positively with each other. They are learning valuable social skills in preparation for more formal education.

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

Children have good opportunities for play and learning and enjoy the range of activities available to them. Younger children enjoyed crawling on the floor and exploring their environment. Other children occupied their time in age appropriate activities such as looking at books, floor play with small toys and drawing. We also observed play with musical instruments and a child dressing and undressing a doll.

There are regular opportunities for outdoor activities to broaden children's experience of the world around them. These include dance and music sessions, nature walks and visits to playgroups. The outdoor Run Wild Tots session they attend gives children the chance to experience nature and includes den building and exploration of the natural world.

Children have good play and learning experiences to promote their all – round development.

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

Children have opportunities to learn new skills and develop their independence in line with their age and stage of development. They freely explore their environment and independently choose toys without the need for adult assistance. They fed themselves at snack time and used appropriate equipment such as pens to develop their fine motor skills. They tidied away resources, and put on their coats and attempted to zip them up.

Children are learning new self-help skills and are confident to do things independently.

## **2. Care and Development**

### **Summary**

The child minder has not ensured that she has current paediatric training to promote the safety of children in her care. She has however, appropriate systems in place in other areas to keep them safe and healthy. Management of interactions is positive and a good range of play and learning experiences are built into the weekly routine.

### **Our findings**

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

The child minder is not meeting her legal responsibilities in relation to having a current paediatric first aid certificate. She was aware that it was due for renewal and had registered on a course. However, she was unable to attend the course, and is now actively seeking to update her training to ensure that she has the most current practice in this area. We found that in other areas the child minder had appropriate policies and procedures in place in relation to children's safety and health. These related to healthy eating and allergen information, administering and recording of medication, exclusion due to illness and in relation to safeguarding procedures, although there is no mention of Prevent Duty in safeguarding documents. We noted appropriate infection control measures in relation to intimate care practice and hand washing, although the child minder had a copy of Public Health England guidance for infection control rather than the Public Health Wales Infection, Prevention and Control for Childcare Settings (0 – 5 years) document.

The child minder has some good procedures in place to keep children safe and healthy, but relevant training needs to be completed to ensure that her practice is up to date.

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

The child minder manages interactions in line with the behaviour management policy and supports children's social behaviour effectively. She adheres to the strategies outlined in her policy and uses praise, explanation and positive reinforcement to promote self-esteem of children. The biting policy outlines how this issue is addressed, and there is a focus on partnership with parents to resolve issues in relation to children's social behaviour. The child minder spoke gently and kindly to children at all times during our inspection, and acted as a good role model.

The child minder is effective in supporting children's social behaviour and in dealing with interactions in a positive manner.

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

The child minder knows the children in her care well. She offers them a broad range of activities to promote their play and learning. We found that she was enthusiastic when engaging with children and asked them questions to extend their learning when

reading to them. She used Welsh effectively, reading and singing in Welsh to extend their understanding of the language. She recognises the importance of outdoor physical activities for children's well-being and this is a key element of her service. She is one of the leaders of the Run Wild Tots session in Pontypool Park where the emphasis is on play with natural materials and children being closer to nature. In addition, children attend a Welsh speaking playgroup and have regular outings to parks and soft play centres.

The child minder offers children a good range of play and learning experience in and outside of the home.

### **3. Environment**

#### **Summary**

The environment is good. It offers children a 'home from home' environment that is safe, secure and suitable for their needs. There are a selection of play and learning resources, and a safe outdoor area equipped with large play equipment to promote children's physical development.

#### **Our findings**

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

The child minder is mindful of children's safety and systems are in place to support their welfare. Safety gates are in situ to restrict children's access to certain areas of the home and hazardous items are stored out of reach of children. Smoke detectors have been installed; although tests are not currently recorded, and there is a fire blanket in the kitchen should an emergency arise. Fire evacuation drills are conducted and recorded, and there is a current gas safety certificate. Risks are identified, and as far as possible minimised, and the home is secure to prevent unauthorised access.

The child minder has appropriate systems in place to ensure that the environment is safe for children.

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

The child minder has a welcoming and tidy home that provides children with good space for play and learning activities. There are two play areas, a sitting room, as well as a dedicated playroom with resources stored at levels easily accessible for children. The playroom benefits from good natural light and children are able to move between the sitting room and playroom with ease. There is a downstairs cloakroom off the playroom. This affords children a good degree of independence, as they can access it without the need for adult assistance. The kitchen is large enough for a dining table and seating and this area is used for meal times and can be used for table top activities. Access to the back garden is via the playroom. The outdoor area is secure and maintained to a good standard.

The child minder provides an environment that is well maintained, homely and suitable for play and learning activities.

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

The child minder has developed a good range of learning and play resources. Outdoors, children benefit from large play equipment to promote their balance and co-ordination and a playhouse that children can use for quieter activities. There is a wide range of play and learning resources in the playroom including cultural resources and costumes, a selection of different reading materials including Welsh books and some robust, wooden toys. We also saw musical instruments and small toys. The resources and equipment we inspected were in good condition



The child minder has a good selection of age appropriate resources suitable for the age range of children who attend the service.

## **4. Leadership and Management**

### **Summary**

Overall, the child minder operates her service appropriately and has a good range of policies and procedures in place. She evaluates her service and has positive partnerships with parents who use her service.

### **Our findings**

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

The child minder has a vision for her service but the statement of purpose does not currently include all information required by national minimum standards, such as opening hours and contact details. On examination of service documents and records we found that they were organised effectively, and there was a good range of policies, but not all were dated. We also noted that whilst the complaints policy offers parents guidance on how they can raise a complaint, the role of CIW in this process was not as clear as it could be. Other documents such as contracts and accident and incident records contained appropriate information. We also saw that the child minder had current public liability insurance.

The child minder runs her service appropriately but some documents need to be updated.

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

The child minder monitors and reviews her service to plan for improvements. As part of her quality assurance process the child minder has consulted with parents and questionnaires are sent out to gather the views of those who use her service. A review of quality of care report has been produced in the past year and includes feedback from both parents and children. There was evidence of action planning for improvements, for example, in terms of organisation of paperwork.

The child minder ensures that she monitors her service to facilitate its smooth running and to improve outcomes for children.

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

The child minder has systems in place to manage her time and resources. We saw that there were current Disclosure and Barring Service (DBS) checks for both herself and her husband. She has arrangements for another child minder to cover in any emergency and aims to give parents a minimum of four weeks notice of holidays. This allows them time to make alternative childcare arrangements. Records showed that the child minder updated her food safety and hygiene and child protection training in 2018. In addition, she is completing a Welsh language course and a development officer offers guidance and support on introducing Welsh through play.

The child minder manages her time appropriately.

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

The child minder communicates with parents when they drop off and collect their children and sends out regular newsletter to give them up to date on information on the service, such as holiday dates and events. She values feedback from parents and there is a book for parents to write down their comments on the service. We viewed both completed questionnaires, and comments and thank you cards. The comments were overwhelmingly positive and complimentary. Parents stated: *"Thank you so much for all you have done."* *"I am so glad to have found Rosemary as she is an excellent child minder and will go out of her way to help."*

We spoke to one parent during the inspection. They were very happy with the service the child minder provides and commented on the improvement their child has made in relation to their language development. We have also received one CIW parent questionnaire. The parent stated that: *"I am so happy I have found someone who loves the children like her own....nothing is too much trouble."* They also strongly agreed that the child minder communicates well, is caring and supportive, has a good choice of play activities to promote their development and provides a safe environment.

The child minder has established strong and positive partnerships with the parents who use her service.

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

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

None

### **5.2 Recommendations for improvement**

- Consider how Public Health Wales Infection, Prevention and Control for Childcare Settings ( 0 – 5 years) guidance can be implemented;
- introduce a system for recording smoke detectors checks;
- revise the complaints and safeguarding policies;
- ensure that all service documents are dated so it is clear when they were last reviewed and
- develop the Statement of Purpose in line with National Minimum Standards

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

This was a full, unannounced inspection conducted as part of our normal schedule of inspections. One inspector visited the service for approximately four hours and the methodology used for the inspection included:

- Observation of care practice and interactions between the child minder and children;
- speaking to the child minder, children and one parent;
- examination of service documents including the policy file and contracts;
- a visual inspection of rooms used for minding;
- examination of information held by CIW including the previous inspection report and one parent questionnaire and
- we fed back our findings at the end of the 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	Rosemary Fish
Registered maximum number of places	9
Age range of children	1 to 5 year olds
Opening hours	8.00am until 6.00pm. The child minder does not currently work on a Monday or Thursday but is flexible.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 August 2015
Dates of this inspection visit	19 March 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 offer the 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow up strategic guidance for Welsh language in social care.'</i>
Additional Information: The family have a dog.	