



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Hayley Mogford

Cardiff



Date of Publication

Thursday, 19 April 2018

Welsh Government © Crown copyright 2018.

*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 registered in June 2009. Her registration allows her to care for a maximum of ten children under 12 years. She operates her service from Monday to Friday between 8am and 6pm from her family home in the residential area of Ely, Cardiff. She lives with her husband and family. The language of the setting is English

Summary of our findings

Overall assessment

The child minder meets the needs of children in her care. We (CIW) found that children attending demonstrate they feel comfortable and safe in her company. They are happy and appear to enjoy their time with the child minder. They are able to make their own choices in their daily routine. Children benefit from being cared for by a warm, friendly child minder who is suitably trained. The child minder's home is well maintained, safe, and secure. The child minder provides a welcoming, comfortable environment where children can play safely. The child minder is well organised and her paperwork is all up-to-date and was easily accessible for the inspection.

Improvements

The child minder had no recommendations from her last inspection, however she has evaluated her practice and identified some areas to improve, such as more training to help her with carrying out detailed observations.

Requirements and recommendations

The child minder is meeting her legal requirements in providing a safe and secure child care service. However, we made some recommendations to develop the service and improve the outcomes for children. These include developing a better system of how she obtains information from parents, and reduce the noise levels in the home to aid the development of early language skills.

1 Well-being

Summary

Children are interested and engaged in the activities on offer. They are happy and demonstrate they feel safe on the premises. They have access to a wide range of toys and resources in a homely space. Resources are organised so that all children can easily access and see what is on offer to enable them to make their own choices.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to make choices about what they would like to play with.

The child minder indicated that she regularly asks the older children what they would like to do and would they like to change activities. We saw children accessing a selection of toys during the inspection. For example, as the young children rolled around the floor they were able to access rattles, toys that had lights and sounds and soft toys. Children's communications are acknowledged; for example we saw that their attempts to communicate were responded to well by the child minder as they played on the floor together. The school age children talked about how they liked coming to see the child minder. The children said they liked the child minder offering them a choice of what they would like to do.

Children are able to make their own choices and express their opinions during the activities provided.

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

Children have positive relationships with the child minder and each other.

Children demonstrated they were comfortable in the child minder's company. Young children coped extremely well with separation from their parents, benefitting from a settling in process that met their needs. Children were praised and encouraged during their play and showed good levels of self esteem. . Children were confident to move around the rooms freely, which supported their developing crawling and walking skills. They enjoyed playing with rattles, cars, and small world resources which supported their physical skills. Young children approached the child minder and received cuddles and reassurance when they needed them. Children's needs are considered; for example, we saw the child minder talking to them gently as they took time to wake up fully and this enabled children to feel relaxed and safe.

Children feel safe, happy and valued at this service. .

1.3 How well do children interact?

Children are relaxed and comfortable within the service.

We saw children taking turns and sharing toys with each other appropriately. Younger children were encouraged in their early language skills; we saw that their babbling and smiles were responded to warmly by the child minder. This was helping to develop their

confidence. Children responded well to the child minder's suggestion that they should help to tidy up before getting new toys out.

Children interact well and are developing their skills of cooperation.

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

Children are happy and engaged in the activities on offer.

Young children concentrate well as they take part in the activities. We saw the children fully engaged in exploring the toys within easy access as they rolled around on the floor. Children have plenty of room to try out their crawling skills and roll around trying to get to toys which are just out of reach.

Children enjoy their play through a good, balanced range of free play activities. Children are able to move around the rooms freely, which supports their physical development.

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

Children have good opportunities to develop their independence skills.

We saw the younger children being supported in making choices. Older children discussed how they are able to make choices about what they would like to play with when they come in from school. Children were comfortable and able to access the resources quickly and settle into their play on their return from school. Children used the toilet independently and remembered to wash their hands with little or no reminders from the child minder. We saw that children had opportunities to access activities that supported their emotional, physical, creative and intellectual development.

Children have good opportunities to become independent.

2 Care and Development

Summary

The child minder has a kind, caring approach towards the children and has detailed policies and procedures in place to meet children's needs and generally keep them safe.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder's home is maintained to a high standard, is child-friendly and extremely welcoming.

The child minder completed daily risk assessments on her home, inside and outside, before children arrived in the morning to ensure children's safety. The child minder took children regularly to local groups, such as mother and toddler group. Regular outings and occasional walks to complete the school drop off and collections mean children have regular access to fresh air and exercise. We discussed the child minder's understanding of child protection procedures; she was very clear regarding these. She had a clear understanding regarding what may give her cause for concern about a child's welfare and the people she would need to inform. The child minder was confident about the records she would need to keep if she had any concerns about the children in her care. She was also clear about the Prevent duty, regarding child care providers role to help prevent extremism. The child minder had a written safeguarding policy which covered the use of her mobile telephone, camera, and access to the internet. The child minder completed safeguarding training, including Prevent duty training in 2017. The child minder held an up to date first aid training certificate, which expires in February 2019. She kept records of any accidents that had occurred in her care and shared these with parents on the day. The child minder had clear procedures for the administration of medication to children. The child minder also had a well-stocked, easily accessible first aid kit. She had clear accident and medication procedures.

The child minder provided all food for the children and discussed confidently how she prepared food and tried to give them healthy options in collaboration with parents. She also provided milk and food for young children in line with parents' preferences. We saw the child minder wash her hands before preparing food and after changing nappies. The child minder held an up to date food hygiene certificate.

The child minder keeps children safe and healthy, and has good routines for maintaining children's personal hygiene practices.

2.2 How well do practitioners manage interactions?

The child minder is able to consistently manage children's behaviour.

We looked at the child minder's behaviour management policy, which she shares with parents when they start with her. This helps to maintain consistency in behaviour management between home and the child minder. The child minder discussed her clear, consistent approach that takes into account the age and stage of development of the children to ensure they are clear about what is acceptable and unacceptable behaviour. We observed that young children were extremely well-behaved. We also observed the older children remembering to say 'please' and thank you' to each other. During the whole

inspection, we observed the child minder being calm, caring and she used plenty of praise and positive language to encourage and manage the very young children.

The child minder encourages children's good behaviour through consistent, positive encouragement; as a result children are well behaved and understand the rules of the home.

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

The child minder meets children's needs well and she knows the children and their families.

The child minder provided many opportunities for children to choose the activities they took part in, but she did not formally plan activities, as, at the time of the inspection she was mostly caring for very young children during the day, and after school children for a short time. The child minder completed formal observations and assessments on each child, but she did not gather information from parents about what a child could do before they started at the service. This meant that it was difficult for her to plan activities to support children's learning and next steps as effectively as possible. Although she provided a predominately English speaking service, the child minder was aware that she needed to encourage children to use Welsh words and phrases when appropriate. She was able to use a few Welsh words and phrases with the children when relevant.

Overall, the child minder promotes children's development well. She demonstrates she knows the children well and meets their individual needs effectively.

3. Environment

Summary

The child minder's home is well maintained and safe for children. Overall, she has good health and safety procedures to ensure children are safe in the home and when on outings. The child minder has a warm, welcoming home where children can learn, play and relax safely.

Our findings

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

Children are cared for in a safe, clean, and well maintained environment.

The child minder carried out risk assessments of the home. We observed the child minder ensuring the front door was locked when children were present. The keys were kept nearby, ensuring they were ready in the event of an emergency. The child minder had a fire blanket attached to the wall in the kitchen. The child minder completed fire evacuation procedures with children and kept a detailed record of these fire drills. Her public liability insurance was valid until June 2018. We saw the child minder's car insurance certificate and noted it was due for renewal in July 2018. The MOT certificate was valid until 2019.

Overall, we found the premises to be safe, secure, and generally well maintained.

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

Children are cared for in a safe and suitable environment.

Although, the whole house is registered for child minding, the child minder indicated she only usually uses the ground floor for children's play. There was a cot upstairs that minded children could use if necessary. The child minder had carried out risk assessments of the whole house. The main areas being used at the time of the inspection were the lounge, dining area, hall, and small downstairs toilet. There were gates on the kitchen door and the dining room, which prevented children gaining unsupervised access to these rooms. There was also a gate on the stairs to prevent young children gaining access to the upstairs rooms. There was sufficient space for the number of children the child minder is registered to care for. The child minder maintained younger children's privacy when nappy changing; she changed them in the lounge and ensured that the older children could not see. We observed the child minder carrying out hygienic procedures, such as washing her hands after changing nappies and disposing of them quickly. All children had their own hand towels in the toilet. The child minder stated that if young children required a sleep, this would be in the lie back buggy in the hall, in agreement with the parents. She was aware that this was not best practice, but explained that as one child was new she was working towards the child sleeping in a cot upstairs. We observed the child minder regularly checking sleeping children in the buggy in the hall. Due to the layout of the home, the child minder was able to supervise children well in all the ground floor rooms at all times. The child minder had the television on during most of the inspection. This meant that younger children could not always hear and focus on the child minder talking to them.

The child minder provides a homely environment, and she maintains and promotes good hygiene procedures.

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

The child minder provides a warm, child-friendly environment with sufficient, easily accessible resources and equipment.

All resources, materials, and furniture were appropriate for the age of children that attended the service. Children were able to access writing materials independently. The range of resources was suitable for all the age groups cared for and they were in good condition. These included highchairs for the younger children, the settee, and the dining table and chairs for older children. Outdoor play resources were stored appropriately outside and were easily accessible when children used the garden. The child minder completed daily checks of all areas of the home and resources, before children arrived, to ensure they were safe. She also reviewed her resources annually, as part of her quality of care review.

The child minder provides a child friendly environment which is well resourced and designed to meet all of the children's individual needs.

4. Leadership and Management

Summary

The child minder is fully aware of her responsibility to meet the requirements of the Regulations and the National Minimum Standards of care for Regulated Child Care. She is very well organised and works hard to keep up-to-date with changes to the childcare framework.

Our findings

4.1 How effective is leadership?

The child minder manages her service appropriately.

The child minder had completed her statement of purpose and her quality of care review, which included parents' and children's feedback. All necessary information had been included in her statement of purpose. She had detailed policies and procedures, which she confirmed she shared with parents during the settling-in process. She had a detailed complaints procedure and told us that she had not received any complaints about her service.

The child minder had clear emergency evacuation procedures and explained confidently how she practised these with young children and talked to older children about how to evacuate the premises. The child minder routinely recorded children's daily attendance as they arrived at and left the premises and as she collected children from school.

The child minder delivers consistent leadership and management and a good standard of care for children.

4.2 How effective is self evaluation and planning for improvement?

The child minder reviews her practice regularly.

The child minder has gained feedback from parents and children through regular questionnaires she sends out. The child minder described plans for the future, such as converting her dining room area into a dedicated playroom for the children and acquiring new equipment. She recently updated all her policies and procedures ready for her return to child minding after maternity leave. She also discussed plans to continue her training to improve the outcomes for the children. The child minder had no recommendations from her last inspection. She had kept up to date with the recent changes to the Regulations, National Minimum Standards for Regulated Child Care (April 2016) and other relevant legislation.

The child minder understands the importance of reviewing her practice and identifying areas for future improvement to help her maintain suitable standards of care effectively.

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

The child minder has good administration systems in place.

The child minder kept paperwork relating to the service in a well organised way and all the necessary documentation was available for inspection. The child minder maintained up-to-date Disclosure and Barring Service certificates for herself and all family members over the age of sixteen years.

The management of the service is very effective.

4.4 How effective are partnerships?

The child minder works effectively with parents and other professionals.

The child minder reviewed her practice regularly. She gained feedback from parents and children through the use of questionnaires. Children indicated they were very happy coming to the child minder's home. The child minder completed daily diaries for parents, which helped parents see what their child had done during the day. The child minder recognised the importance of working in partnerships with the schools, and any other providers involved with children when they start to attend in the future.

The child minder understands the importance of working with parents to ensure children are supported in their development and their individual needs are well met.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

In order to develop the service and improve outcomes for children we discussed the following matters with the child minder:

- obtain children's starting points from parents to inform future observations and assessments, so that children's next steps are clearly identifiable to help inform the planning of future activities and support children progress;
- reduce background noise, such as limiting the time the television is on, to help children develop their early language skills.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We telephoned the child minder before the inspection to ascertain her operating hours so we could plan the inspection. The inspection was carried out in one day and was announced.

- We observed the child minder and the children playing together, and engaging with each other;
- we spoke to the child minder about how she runs her service and her plans for the future, we also spoke to the children during the inspection; and
- we looked at the range of paperwork the child minder keeps for her service, including her policies, procedures, risk assessments, children's records, accident and medication records, and the child minder's certificates, such as first aid, food hygiene and qualifications.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Child Minder
Registered Person	Hayley Mogford
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	8a.m to 6p.m Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	21 July 2014
Dates of this inspection visit(s)	23 January 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. This is because 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> <p>Although the service does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service, the use of Welsh is encouraged. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.</p>
Additional Information:	

