



Childcare Inspection Report on

Deborah Bartlett

Bangor

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Deborah Bartlett operates a child minding service from her home in Bangor, Gwynedd and is registered to care for a maximum of 4 children under 12 years of age. The service is open from 08.00– 17.30 hours, Monday to Friday. The child minder does not provide the Welsh language 'Active Offer' with English being the language spoken.

Summary of our findings

1. Overall assessment

Children enjoy their time with the child minder and she knows them well. The welcoming environment means children settle quickly into play and feel relaxed. Outside in the enclosed garden and through regular trips away from the home, children are able to explore the world around them. The child minder understands her role and responsibilities and has positive relationships with parents.

2. Improvements

Since the last inspection, improvements include;

- The child minder has attended various courses including paediatric first aid and
- new resources to benefit children's play and learning had been purchased.

3. Requirements and recommendations

One recommendation made to improve practice was in relation to developing more detailed written risk assessments.

1. Well-being

Summary

Children make their own choices, have good interactions with the child minder and opportunities to develop their independence. They are settled, enjoy their activities and learn different skills through play.

Our findings

1.1 To what extent do children have a voice?

Children speak up and are listened to.

Children decided what they wanted to do and accessed their choice of resources as they were within reach. Children were responded to straight away when they spoke to the child minder and what they had to say was respected. For example, one child did not want an apple to eat at a specific time, the child's choice was listened to, who then decided when it was time to eat the fruit.

Children express themselves confidently and know what they have to say is understood and respected.

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

Children are settled and feel safe, happy and valued.

Children settled well, had developed a sense of belonging and were observed showing genuine attachment to the child minder. For example, they had natural and warm conversations with the child minder and were happy to be comforted before they went to sleep. Children were forming friendships and chatted amicably to each other as they played. They felt secure as they were familiar with the daily routine. For example, they knew where to get their coat and bag in readiness for them going home.

Children's well-being is supported by the positive relationships they have with each other and the child minder.

1.3 How well do children interact?

Children are learning to manage their interactions positively.

Children were polite and practiced good manners. They had good interactions through experiencing different activities and enjoying each other's company. We saw children being kind to each other, for example sharing items of play and talking nicely to each other. Children were becoming sensitive towards the feelings of others, for example a child gently cuddled a soft toy when telling us it was her 'friend's' favourite toy. They co-operated and helped tidy up when asked and smiled when they were praised.

Children are successfully learning how to behave socially.

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

Children gain a sense of achievement through their play and learning.

Children engaged well in play based activities and smiled as they played. One child played with a tractor and sang 'old MacDonald had a farm' whilst playing. The child also sang a rendition of 'Miss Polly had a dolly', clearly and with confidence, totally enjoying being able to do so successfully on her own. Children shared their play experiences with each other, using 'play' toothbrushes and cleaning 'play' teeth. One child was intent on counting all the teeth, telling us proudly there were 14 in all. Children enjoyed using aqua crayons to colour in creatures from under the sea and we saw photographs of them enjoying their time playing outdoors.

Children are interested in their play and learning experiences.

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

Children follow their own interests and are learning skills of independence.

Children attending were young and beginning to develop their independence, such as eating their own fruit snack. They used their imagination; for example, a child made up a story whilst using the 'play' sticker designs. They had plenty of opportunities to develop their language skills through song and conversation. Children enjoyed being physical, as we saw photographs of them spending time outdoors in the fresh air.

Children are developing their independence and learning skills through their daily routine.

2. Care and Development

Summary

The child minder has close relationships with the children and knows them well. She ensures children are kept safe and promotes healthy lifestyles. The child minder provides a range of activities and meets children's individual needs. She encourages positive interactions and is a good role model.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes healthy practices and keeps children safe.

The child minder understood what to do should she have any safeguarding concerns relating to a child as outlined in the written policy. She held a current Paediatric First Aid qualification enabling her to administer emergency first aid and an appropriate medication policy had been put in place. The child minder paid regard to safety and children knew how to exit the premises in an emergency through the regular fire drills undertaken. She had a satisfactory nappy change policy showing she followed recent guidance in managing cross infection. The child minder encouraged parents to provide healthy food for their child to eat and made sure children were hydrated through providing them with drinks of water. Accident and incident records were kept and parents asked to sign the accounts to acknowledge having been informed.

The child minder successfully keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder promotes acceptable behaviour and treats children with respect.

The child minder had a warm approach, talking to children at their level and in a language they understood. For example, when a child wanted something another child had, the child minder clearly explained the reason why, resulting in the child being content and waiting their turn. The child minder celebrated children's achievements and acknowledged their kindness positively when children showed kindness towards a friend. The child minder was a good role model and followed the procedures set out in her behaviour management policy.

The child minder is consistent in her approach in managing positive interactions so children are clear about the rules of behaviour.

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

The child minder engages well with children in order to promote their play, learning and development and knows the children well.

The child minder planned varied play and learning activities which enabled children to develop different skills both inside and outdoors. For example, we saw photos of children investigating a sensory activity of different textures, smells and colours and playing with sand and water outdoors. Children's individual routines and preferences were followed and showed the child minder knew them well. For example, the child minder knew when children were tired and followed the individual child's sleep patterns. The child minder made sure activities promoted children's play and learning and suited their ages and stages of development. This was achieved through keeping written progress records and using her observations to plan for their next stages of development.

The child minder provides children with interesting activities to ensure they develop and grow.

3. Environment

Summary

Children are provided with a clean, secure and welcoming environment. The child minder provides a selection of resources which promote children's play and learning. The layout of the environment promotes children's independence.

Our findings

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

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

The environment was clean, well maintained and we found the premises were secure as the main door was locked and the outdoor area enclosed. The child minder followed written daily safety check procedures of the premises to ensure the safety of the children before they arrived. Although the child minder explained her procedures for taking children on walks and the identified daily risk at the premises, these accounts could be more detailed to show how potential risk was being managed and where possible eliminated. The child minder ensured children were supervised well and a suitable harness was used when children used the high chair. A safety gate across the kitchen prevented children access to the two pet dogs sleeping / living area with the dogs also having their own sectioned area outdoors, meaning the child minder ensured children were safe from potential cross infection.

The child minder provides a safe environment for children.

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

The child minder provides a clean and suitable environment for children to play and learn.

Children had access to an upstairs bathroom and used the ground floor of the premises for their play and learning experiences along with the enclosed front garden for outdoor play. The living room provided children with sufficient space to move around and be active. Areas used by children were clean and well maintained.

The child minder ensures the environment provides children with the care they need.

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

The child minder provides resources suiting the children's ages and stages of development.

The child minder ensured sufficient resources were available to enable children to choose the activity they wanted. Toys were appropriate for the age and stage of development of the

children being cared for, appealed to them and were clean and in good repair. Comfortable and homely furniture ensured children could relax and for younger children was an aid to pull themselves up and be mobile. The child minder talked about replacing older resources with more natural materials, for example she had purchased a natural wood dry wipe board. The item was small enough for a child to hold and could be used to for an array of craft work activities and wiped clean after use. The child minder bought items the children liked in order to promote their development, for example aqua pens and an aqua mat to develop fine motor skills and bubbles to aid speech and language.

The child minder ensures resources and equipment are developmentally appropriate.

4. Leadership and Management

Summary

The child minder is committed to providing a good service which is well run, with all records organised. She evaluates her provision and makes changes to improve. The child minder manages resources well and has strong partnerships with parents.

Our findings

4.1 How effective is leadership?

The child minder has positive procedures in place to manage and lead the service.

The child minder's statement of purpose was clear and provided parents with the information they needed in order to decide whether the service suited their and their child's needs. The child minder maintained the required records, such as children's daily attendance and accident and incident records. The child minder had provided us with the required online information in July 2017 and addressed nearly all matters raised following our last inspection. The child minder held the relevant business insurance and kept us informed of the required notifications when required, showing she complied with regulation.

The child minder is committed to providing a good service.

4.2 How effective is self evaluation and planning for improvement?

The child minder has established suitable processes to evaluate the service and make improvements.

The child minder ensured children and parents were given opportunities to provide her with their views about the service, both verbally and in writing. Comments received were positive with the child minder noting how she intended to make future improvements, for example through attending training and courses. The child minder showed us the newer resources purchased to benefit children and their learning and confirmed she had not received any concerns or complaints, showing parents were satisfied with the service provided.

The child minder reflects on her practices in order to improve her service for the benefit of children and their parents.

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

The child minder manages resources well.

The child minder ensured toys and equipment suited the children's ages and stages of development. She had attended and successfully completed a paediatric first aid course, child protection and food safety courses to ensure she kept abreast of current practices. Household members aged over 16 years held current Disclosure and Barring Service (DBS) certificates as required.

The child minder fulfils her role in relation to managing resources effectively.

4.4 How effective are partnerships?

The child minder has established positive partnerships with parents.

Parents, as partners, were kept informed about their child's well – being as the child minder regularly provided them with details about their child's time in her care. Parents also provided her with written and verbal information about their child before the child started, meaning the child minder knew the children's dislikes, preferences and daily routine. The child minder took children on local walks which helped to extend children's knowledge of the world around them and enabled them to feel part of the community.

The child minder works together with parents for the benefit of the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended the child minder could;

- Develop written risk assessments further and to include written operational procedures for walks / outings away from the premises.

5. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 29 November 2018 from 13.00 – 15.00 hours.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care received;
- spoke to the child minder and children;
- inspected the areas used by children and the resources;
- considered the information received by the child minder in her Self Assessment of Service Statement; Quality of Care Report and Statement of Purpose and
- gave feedback of our findings to the child minder.

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

7. About the service

Type of care provided	Child Minder
Registered Person	Deborah Bartlett
Registered maximum number of places	4
Age range of children	Birth to 12 years
Opening hours	Monday to Friday – 08.00 – 17.30
Operating Language of the service	English
Date of previous CSSIW inspection	18 August 2015
Dates of this inspection visit	29 November 2018
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 is a service that does not provide an 'Active Offer' of the Welsh language. The child minder does not currently intend to offer a Welsh language service. We recommend the child minder considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	