



Childcare Inspection Report on

Bridgett Johns

Bridgend



Date Inspection Completed

03/07/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Bridgett Johns provides a child minding service from her home in Bridgend for up to five children under the age of 12 at any one time. She has been registered since April 2010. The service operates Monday to Friday from 6am to 7pm all year round. The language used at the service is English.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Adequate

1. Overall assessment

Children are happy, settled and confident as they form strong relationships and friendships with the child minder and other children. Children have fun and thoroughly enjoy their time at the service. The child minder is responsive to children's individual needs and provides a good range of resources, activities and opportunities, which supports the children's development. She provides a safe, clean and child friendly environment with easy access to a good selection of quality toys, materials and equipment. The child minder works in partnership with parents to ensure that the children's needs are identified and addressed. Overall, the child minder manages her business well.

2. Improvements

The child minder had addressed recommendations made in the last report. She had:

- time limited children's use of the television;
- recorded younger children's development and used it to plan future activities;
- provided a comfortable area for younger children in the living room;
- updated the statement of purpose and ensured that children's records are fully completed for all children;
- ensured a valid car insurance certificate is available for inspection;
- reviewed and added to policies and procedures and
- expanded the quality of care process.

3. Requirements and recommendations

Section five of this report identifies our recommendations to further improve the service.

1. Well-being

Good

Summary

Children are confident and express themselves well because they are listened to and their opinions are valued. They are very comfortable in the care of the child minder and have developed good relationships. Children interact well; they are polite and are learning the importance of cooperation and sharing. Children enjoy a good range of interesting opportunities and are becoming independent.

Our findings

Children express their views clearly and have good opportunities to make choices. All children moved freely around the environment and chose what to do and where to play. Younger children accessed toys and resources easily from low level boxes. Children confidently asked us about the purpose of our visit and were very chatty and happy to tell us how much they enjoyed their time at the service. Children told us that they choose what they want to do and they enjoyed construction toys, crafts, baking and visits to local parks. They said sometimes they do homework and on other times they just wanted to relax after school. Children have a clear voice.

Children are well settled and relaxed. We saw that they had very strong bonds with the child minder, which ensured they felt happy and content in her care. Children also demonstrated warm relationships with the other minded children and the child minder's own children. We saw children hug and smile when they met up and when they said goodbye. Children feel secure because they are very familiar with the play areas, materials, activities and the routines. They settled to their chosen activities and played independently and with others and there was a very relaxed atmosphere. We saw that children smiled proudly when praised for their achievements; for example when building towers, counting and saying colours. Children feel safe and valued and are very happy.

Children interacted well with each other and we saw them play alongside each other happily. Younger children are learning to share and co-operate. For example, two children sat together and took turns to build a tower with Duplo blocks and when one asked "Can I have that red one please?" the other passed it and smiled. Later, they sat together for lunch and chatted happily. Older children were confident to speak to us and were very polite. An older child read to younger children and asked them about their day. Children mostly remembered to say 'please' and 'thank you' and their behaviour was very good.

Children enjoy following their own interests and having free-choice. They engaged readily and were very animated as they played with construction toys for an extended period. Younger children smiled and nodded when we asked if they enjoyed coming to the child minder and told us they liked the toys and playing outside. Children showed excitement in what they were doing. For example, one child proudly showed us all the different buildings they had created with Lego. Children thoroughly enjoy their play and learning experiences.

Children learn and develop their independence as they have good opportunities to complete tasks for themselves. Young children independently accessed the resources throughout our visit. They ate their lunches at their own pace; they had a choice of healthy snacks and helped themselves to their drinks. Older children helped themselves to water from the kitchen and

independently used the toilet. Children are developing their skills and learning to be more independent.

2. Care and Development

Good

Summary

The child minder is caring, motivated, enthusiastic and responsive to children's needs. She is effective in keeping children safe and promotes healthy lifestyles. She manages behaviour very well. She knows the children's needs and preferences and provides a good range of activities to help them to learn and develop.

Our findings

The child minder has a good understanding of her responsibilities to keep children safe and healthy. Her training in food hygiene, first aid and child protection was up to date and she was clear about how to record incidents and report concerns. The child minder promotes healthy lifestyles in her day to day routines. We saw that she was aware of the latest food and nutrition guidance and had a copy for reference. Her menus consisted of healthy snacks and meals, taking into consideration children's preferences and dietary needs. Children enjoyed their choices for fruit, snacks, lunch and tea and had access to water throughout the day. They told us that they only had cake or sweets for very special treats and they had a new menu with healthy options such as celery and carrot batons with humus and guacamole, yoghurt and fresh fruit. We found that the child minder used 'All About Me' and registration forms, which she had fully completed to ensure that all the necessary information about children was in place, including details of any medical, diet needs or allergies. She was aware of each child's individual needs. She undertakes many outdoor activities with the children, offering them plenty of opportunities to develop gross motor skills and physical strength. We saw very good hygiene routines; the child minder ensured children regularly washed their hands. We saw very safe practice when the child minder ensured all children were safely seated in appropriate sized child seats and strapped into her car for the school run. Children demonstrated that they had learnt to wait at the kerb, look and listen before crossing the road. The child minder keeps children safe and promotes a healthy lifestyle.

The child minder is a good role model; polite and relaxed; and encourages good behaviour and manners. She had agreed house rules with the children and had displayed these rules in the playroom and in the hallway. The child minder offered praise routinely for sharing, taking turns and for being polite; and she encouraged fair play by saying, "Whose turn is it next?" We saw that she was firm when necessary. She took appropriate action when there was a sharing dispute over a favourite telephone toy, reminding the children about the house rule of sharing and that she would remove the toy. We saw that the children then negotiated and took turns at pressing the buttons and answering the phone. The child minder was relaxed and spoke affectionately and clearly all the time and children responded by being calm and co-operative. The child minder manages behaviour well.

The child minder promotes children's learning and meets their individual interests and needs well. She monitors the development and progress of preschool children using observations and daily journals that link to key areas of learning. We heard the child minder ask children what they wanted to do and saw that she joined in, chatted and asked

questions to extend their language and social skills. She sat alongside younger children as they ate or played and she asked questions and helped them to develop their knowledge of the world, language, colour recognition, counting skills, dexterity and co-ordination. We saw that she encouraged children to try new foods and made sure that it looked appetising and was well presented. We saw that she cut sandwiches into smaller pieces for younger children and asked them what shape they were. The child minder also provides learning opportunities through a good variety of interesting and fun activities. For example, visits to museums, parks, soft play and trampoline centres; art and craft and baking. The child minder does not provide the 'active offer' in relation to the Welsh Language and we did not hear any Welsh spoken during the inspection. The child minder effectively supports children's individual needs.

3. Environment

Good

Summary

The child minder provides a clean and safe environment for children and ensures risks and hazards are identified and minimised or eliminated to ensure children's safety. She makes the best use of the available space and offers a suitable variety of play and learning opportunities indoors and outdoors. Resources and toys are good quality and suitable for children of different ages and stages of development.

Our findings

The child minder ensures children are cared for in a clean, secure, well maintained environment. External doors are secure, with an alarm on the main door and there are secure boundaries to the back garden. We saw safety gates in areas, which may present a risk such as on the stairs and between the play room and the kitchen. There were also corner covers on the table to minimise injuries if children bumped into them. We saw risk assessments, which identify hazards and control measures, for the premises, garden, outings and activities. There were records of daily checks for the play areas and equipment to ensure that any issues were noted and addressed. Accident records indicated only minor issues and did not raise any concerns about the safety of the premises. We saw a record of visitors; annual gas safety certificate; appropriate insurance; regular fire drills and smoke alarm checks. The child minder ensures the safety of the environment well.

The child minder provides a child friendly and stimulating environment, which is suitable for the age range and promotes independence. In the lounge, there were cosy settees, a child sized table and chairs; and a soft rug for children to relax. In this area, we saw a large box of Duplo blocks and a group of children happily built towers on a large stand. There is a toilet on the ground floor and we saw children use a step to reach the wash basin. Children told us they use the kitchen table for messy play and that they enjoy art and baking. The child minder uses her conservatory as a dedicated play room. It was bright, colourful and adequately stocked, with educational posters and photos of the children on display. Toys and resources were easily accessible in low level storage. The child minder promotes outdoor play and had created a safe outdoor space, accessed from the play room, with a paved patio and a large area covered in tree bark with a slide, playhouse and climbing frame. Children told us they loved playing in the garden and had enjoyed picnics on the lawn. The child minder ensures the suitability of the premises well.

The child minder provides a good range of toys and resources to enhance children's experiences and development. We saw good quality toys and equipment, including construction materials, dolls, mini figures and animals, transport toys, a play kitchen with pretend food and accessories, books, board games, puzzles, balls, hoops, sand and water play. These were all in good condition as the child minder has systems in place to check and replace toys and equipment that are no longer suitable or in good working order. Although there was a sufficient number and variety of resources, we did not see any Welsh language or bi-lingual materials. There were very few toys and no books or resources to reflect diversity and a multi-cultural society.

4. Leadership and Management

Adequate

Summary

Overall, leadership is satisfactory. The child minder is motivated and clearly enjoys looking after children. She has appropriate policies, procedures and record-keeping in place for most areas of the service. The child minder ensures her training is up to date and has effective partnerships with parents.

Our findings

The child minder aims to comply with regulations and to meet or exceed the national minimum standards and has a good understanding of the standard relating to the ratios and ages of children that she can look after. We found that the child minder had addressed most issues raised in the last CIW inspection and she evidenced the ways in which her service had improved. We saw a detailed statement of purpose, which provides an accurate picture of the service that is being provided and includes the ratios and ages of children that can be looked after. Parents told us they receive the statement of purpose and policies when their child starts attending and they sign to evidence that they have seen and agreed to them. The child minder had reviewed and added to her policies and procedures since the last inspection, for example she had linked her confidentiality policy to new General Data Protection (GDPR) requirements. We saw child development journals for pre-school children linked to the Foundation Phase areas of learning. We noted that the child minder had not included information about 'concurrent' investigations in her Complaints Policy (these are investigations where another agency is involved); and she was not aware of her responsibilities relating to the Prevent Duty (which relates to anti-terrorism and radicalisation). Leadership is satisfactory and improving.

Self-evaluation and planning for improvement is developing. The child minder is keen to improve on the service she provides and she regularly consults with children and parents. The child minder had given annual questionnaires to parents and had developed child friendly questionnaires seeking their views on the service and any changes they would like to see. She also obtained feedback from an external agency. All the feedback was very positive and children and parents were very happy with the service and activities on offer. We heard the child minder asking children's views on activities and children and parents told us that the child minder consults them about purchasing resources and toys or planning activities. However, the child minder had not collated the information into an annual quality of care report as required by regulation. The child minder said she would complete the review for 2019 as soon as possible and she took swift action and sent the report to CIW before this report was completed. There have been no complaints made about the service since registration. The child minder evaluates her service adequately.

The child minder manages the resources relating to the service well. She has registered with the information commissioner's office and we saw that records and information were stored and shared securely. There were records for public liability insurance, car insurance and MOT, training, health and safety and Disclosure and Barring Service (DBS) checks for the child minder and adults in the household; and the child minder ensured that they were all updated when required. We saw that the child minder had ensured that her core training in food safety; child protection and paediatric first aid was up to date. She had made good use of her network community minding role as she had accessed additional training

opportunities to develop her business. She had recently completed courses on Food and Nutrition, GDPR Awareness and The Foundation Phase. Our discussion and observations evidenced that the child minder was translating this training into practice through promoting healthy eating, safe storage and sharing of information and monitoring children's development. There were records of the children's attendance in their individual files and in a daily diary. These indicated that child: adult ratios met the national minimum standards at all times. The child minder manages her business and her professional development well.

The child minder engages well with parents and other child minders. The child minder gave clear information to parents about how she works and what they could expect. We saw that she provided information about the children's care and development verbally when parents collected their children as well as through a secure internet site, texts, photographs, journals and end of year books. Parents said that they were kept well informed about their children's progress and described the child minder as 'very flexible', 'reliable' and 'excellent'. One said, "She is fantastic. I really trust her. I get pictures and updates all the time, including if there are any issues or messages from school". The child minder had obtained positive feedback from the local authority in relation to her community minding role and she received regular contact and support from her development worker. The child minder has developed effective partnerships, which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Provide toys and resources to promote positive role images, diversity and a multi-cultural society;
- promote the Welsh language through incidental Welsh, bi-lingual posters and resources;
- include more detail on fire drill records, including the time of the drill, number of children and adults present;
- contact the Food Standards department for guidance;
- use a food probe to check the temperature of hot food;
- raise her awareness of responsibilities relating to the Prevent Duty; and
- include in the record of children's attendance the actual times children arrive and leave.

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 3 July 2019 from 11am to 12pm and from 1.30pm to 4.15pm.

- We spoke to six children, two parents and the child minder;
- observed children with the child minder indoors and outdoors;
- inspected the areas used by children;
- looked at a sample of documentation and policies; and
- gave feedback to the child minder on the day of inspection.

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	Bridgett Johns
Registered maximum number of places	5
Age range of children	0 – 12 years
Opening hours	6am to 7pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 October 2016
Dates of this inspection visit(s)	03 July 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 provide an ‘Active Offer’ of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service because it is situated in a mainly English speaking area. We recommend that the service provider considers the Welsh Government’s ‘More Than Just Words follow on strategic guidance for Welsh Language in social care.’
Additional Information:	

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