



Childcare Inspection Report on

Karen Roberts

Blaenau Ffestiniog

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Bethan Evans operates her child minding service from her home near Bleanau Ffestiniog, Gwynedd and is registered to care for a maximum of 10 children up to 12 years of age. Her mother is employed as her assistant. Childcare is available between 7:30 a.m.– 6:00 p.m., Monday to Friday. The child minder does not currently provide the Welsh Government's 'Active Offer' of the Welsh language as some of the policies and documentation are not available in Welsh. The service is bilingual with Welsh being the main language used.

Summary of our findings

1. Overall assessment

Children are happy, settled. They feel secure and enjoy the activities available to them. The children have formed positive bonds with the child minder and their friends. The child minder knows the children well, promotes positive interactions and responds to their individual needs effectively. We made some recommendations in relation to nappy changing procedures to minimise the risk of spreading infection. The child minder provides children with a safe, comfortable environment with a range of resources to suit children's ages and stages of development. She is experienced, suitably qualified and manages the service effectively.

2. Improvements

Since the previous inspection, the child minder had completed a review of the quality of care provided at the service for 2016/2017. This had been formed by gathering feedback from parents and children about the service. The child minder also told us how the outdoor area had been developed to provide a welcoming, safe and interesting environment for play and learning activities.

Since this inspection visit, the child minder has provided us with an updated copy of her statement of purpose and a report following the quality of care review for 2017/2018.

3. Requirements and recommendations

We did not find any areas of non-compliance during this inspection. We made some recommendations relating to activity planning and record keeping.

1. Well-being

Summary

Children are happy, settled and feel secure as they have formed bonds of affection with the child minder. They enjoy the activities available to them and are curious to explore their environment. Children are forming friendships and are learning to take turns and share with their peers.

Our findings

1.1 To what extent do children have a voice?

Children make choices and are confident to express themselves.

Children decided what they wanted to do and moved around different areas freely. They were comfortable communicating with the child minder, were confident to ask for what they wanted and knew their wishes and preferences would be respected. For example, children were able to sleep when they were tired and enjoyed their snack when they were ready. One child stated they wanted to carry on playing at lunch time; their wishes were respected and they were able to go and have their lunch when they had finished playing.

Children are confident and feel valued as their attempts at communication are listened to and their wishes respected.

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

Children feel safe as they are given consistent care by a child minder who knows them well.

Children were settled, comfortable and secure in the child minder's care. They had formed bonds of affection with the child minder, her assistant and each other. They were confident to approach us to show us what they were doing and talk about what Santa was going to bring them for Christmas, showing they felt secure in their surroundings. One child approached the child minder when they were feeling a little shy but they quickly settled after receiving plenty of cuddles and reassurance from her. It was evident children felt valued as their achievements were celebrated. For example, children were eager to show the child minder when they had completed a jig-saw puzzle and beamed with pride on receiving praise for their efforts.

Children feel secure and valued as they have formed close relationships with the child minder.

1.3 How well do children interact?

Children interact well with their peers and are beginning to share and take turns appropriately.

Children were happy playing together, sharing toys and taking turns. Two children enjoyed completing jig-saw puzzles together and watched intently as their friend completed their puzzle. Two children instructed each other and shared resources while playing with the

dolls. They chatted about what they would feed the dollies, each taking turns to decide where they would take the dolls and copied each other's actions during their play.

Children are beginning to form friendships and are learning appropriate social skills.

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

Children are interested in the activities and resources available to them.

A wide variety of toys were available. These were easily accessible and stored well to enable children to choose independently. Children concentrated for an appropriate length of time on the activities available to them. For example, one child enjoyed playing with the train set, showing us the different characters. They were engrossed in their play and thoroughly enjoyed sorting out the trains and other vehicles into a neat line before engaging in imaginative play with them. Other children enjoyed completing a large puzzle. They concentrated well on the task and took pride in the finished puzzle. Opportunities were also available to relax and have quieter periods. For example, children were able to relax on the sofas in the lounge if they wanted and look at books.

Children are motivated and engaged in their play but also have opportunities to enjoy quiet times.

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

Children are able to direct their own play and follow their interests.

Children were able to freely choose activities and follow their interests. For example, a younger child enjoyed passing books to the child minder for them to look at together. The child decided which stories they would read next and pointed to the parts of the picture which interested them so the child minder could name the objects and make animal noises. When the child had enough of this activity they quickly hopped off the child minder's knee and indicated what they wanted to do next. Children were encouraged to do things for themselves, for example feeding themselves at lunch time and tidying up after themselves. Plenty of time was given during activities to ensure children were able to complete them as independently as possible and at their own pace.

Children are confident and motivated because they are encouraged and supported to do things for themselves.

2. Care and Development

Summary

The child minder knows the children well, promotes positive interactions and responds to their individual needs effectively. We made a recommendation in relation to infection control procedures in order to improve outcomes for children. The child minder provides nurturing care and knows children's individual needs well but could make improvements to the way activities are planned.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, the child minder keeps children safe and healthy.

The child minder had a good understanding of how to protect children and of safeguarding procedures. She had completed training on safeguarding children and Paediatric First Aid, meaning the child minder knew how to administer basic first aid when needed and deal with emergencies. Accident and incident records were filled out appropriately and signed by parents. Fire drills had taken place monthly and were recorded on a grid each year, although we advised the child minder to note the exact date that the fire drill had taken place.

The child minder promoted good hygiene with regard to snack and meal times; tables were wiped before use to ensure they were clean and children were supported to wash their hands to reduce the risk of cross contamination. However, we observed the child minder changing children's nappies and noted she did not fully follow current guidance on changing nappies. We have also sent the child minder a copy of the Public Health Wales Infection Control Audit Tool for Early Years Settings to assist her in implementing the correct procedures for nappy changing.

The child minder is sufficiently aware of her duties in keeping children as safe and healthy as they can be.

2.2 How well do practitioners manage interactions?

The child minder promotes positive interactions.

The child minder and her assistant had formed positive relationships with the children in their care. They spoke with children in a friendly and relaxed manner, showing genuine warmth and affection. This provided children with a sense of belonging and increased their self-esteem. The behaviour management policy detailed how unwanted behaviour would be dealt with in a positive way. This was also reinforced through our observations. Children were gently reminded when their behaviour was inappropriate and the child minder modelled positive behaviour, encouraging children to engage positively in play. Children were redirected to other activities when the child minder noticed that children were unsettled or frustrated. This promoted positive interactions.

The child minder supports the children's emotional well-being by using appropriate methods to ensure children are happy and settled.

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

The child minder provides a nurturing environment and is responsive to children's individual needs.

Through conversations with the child minder, it was clear she understood the need to provide children with a variety of play and learning activities. However, the child minder did not have any formal activity plans in place. We were told the children were taken on outings to the local park and on regular walks, providing opportunities for physical exercise and fresh air. It was evident the child minder and her assistant knew the children's preferences, such as what they liked to eat as well as what they liked to do. Records detailing children's preferences were noted on children's files to enable the child minder to meet their individual needs. The child minder shared information with parents verbally or via instant messages on social media, informing them of their child's progress and about their day.

The child minder supports children well to develop and learn but could make improvements to activity planning.

3. Environment

Summary

The child minder provides children with a safe, comfortable environment with a range of resources to suit children's ages and stages of development. Resources are clean and in good order.

Our findings

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

The child minder provides a secure environment where children can play and explore different areas safely.

The premises and garden were secure and the doors to the premises were kept locked to prevent unauthorised access. Hazards to children had been identified and measures put into place to manage or eliminate them where possible. For example, radiators had been covered to prevent scalding and a baby gate had been placed across the bottom of the stairs to prevent children being able to use the stairs without supervision. Risk assessments were in place for all the areas used by children and for regular outings. The child minder stated she reviewed these regularly but this was not recorded. We advised the child minder to record each time the risk assessments were reviewed or updated in order to better monitor this is done at regular intervals.

The child minder ensures children's safety is prioritised and appropriate measures are in place to ensure risks are managed and where possible eliminated.

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

The child minder ensures children are cared for in a homely and well maintained environment.

The premises were well decorated, clean, bright and welcoming. Children had use of the spacious lounge which had plenty of space for them to move around and play or to sit and rest on the comfortable furniture. Children were also able to sit at the child-sized table and chairs to complete craft activities, or at the dining table in the kitchen when accompanied by the child minder. Low level storage boxes enabled children to access some toys and resources independently and we discussed how using labels could aid younger children's independence as they would know what was stored in each box. Children had access to a secure outdoor garden where they could play, which contained a sand pit, play house, trampoline, slide and other age appropriate play equipment.

The child minder provides a homely atmosphere and ensures children have access to welcoming and interesting areas of play promoting their enjoyment.

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

The child minder ensures children have access to a wide range of good quality, suitable materials to enhance their play and learning.

Toys and resources were clean and in good condition. A wide range of toys and resources were available for children including dolls, jig saws, games, musical toys, craft materials, train set, figurines and a toy house. The child minder told us toys were rotated regularly to ensure children had a wide variety and did not get bored of the toys on offer. High chairs, booster seats and steps were available, encouraging independence and aiding their development. These were also clean and in good working order.

The child minder ensures children have easy access to a variety of resources which are developmentally appropriate.

4. Leadership and Management

Summary

The child minder is experienced, suitably qualified and plans for improvements to run the service effectively. Good partnerships have been formed with parents and the local community to ensure children's needs are met effectively.

Our findings

4.1 How effective is leadership?

The child minder is aware of her responsibilities.

We inspected the child minder's statement of purpose, which did not include all the required information and contained some information which was no longer correct. We advised the child minder to amend this in order to provide an accurate description of the service. We have since received an amended copy of the statement of purpose for the service. The child minder kept a file of information containing policies and procedures as well as certificates to show she had attended training and courses. The child minder was asked to ensure the telephone number for Care Inspectorate Wales (CIW) and the local social services department were up to date in the policies. The child minder stated she reviewed policies and documents ever year and we advised that she noted the date on which they were reviewed. The child minder maintained an account of the children's daily attendance including their times of arrival and departure. We saw from written records she had asked parents to complete registration forms and contracts before their children started and these were updated regularly so the child minder knew each child's current needs.

The child minder generally manages her service appropriately but needs to improve some practices in order to fully meet with our standards.

4.2 How effective is self evaluation and planning for improvement?

The child minder has procedures in place to review the quality of her service

The child minder told us she had not received any concerns about the care she provided. We were shown a report reviewing the quality of care. This had been written for the year 2016/2017 using responses to questionnaires handed out to parents. The child minder told us she also gathered feedback verbally from children and how their views had also been considered when planning for improvements. The child minder told us she had not yet written the report following the review of the quality of care for 2017/2018 and we reminded the child minder of the need to ensure a report is written outlining the feedback received and any improvements made. The child minder has since forwarded a copy of the finished report.

The child minder welcomes feedback about her service and is committed to provide a good quality service which meets children's and their parent's needs.

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

The child minder demonstrates she understands her responsibilities in managing the service.

The child minder understood her role and was aware of the importance of working within the regulations and National Minimum Standards. She ensured she regularly attended training courses to develop her knowledge and had kept up to date with her training on Paediatric First Aid and Safeguarding children. Both the child minder, child minding assistant and adults aged over 16 years living at the service held current satisfactory Disclosure and Barring Service (DBS) certificates. This demonstrated she was aware of the need to ensure those persons having contact with children held the relevant clearances. The child minder had also formed a staff file for the child minding assistant containing references, employment history, identity documents and training certificates.

The child minder manages resources appropriately.

4.4 How effective are partnerships?

The child minder shares information with parents, ensuring children's needs are met effectively.

The child minder had positive relationships with parents and told us she shared information both verbally and by using either text messages or social media messaging services. This way, photographs can also easily be shared and parents can communicate easily and effectively with the child minder to discuss their child's needs. The child minder also stated she discussed any specific needs or areas for development with parents and would include more specific information pertaining to this in the messages to parents as required. This was reinforced by the messages we viewed. The children and child minder told us how they used the local amenities, such as local toddler groups, park and soft play regularly and enjoyed visiting local activities during the school holidays.

The child minder has good links with the community and has formed positive relationships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following good practice recommendations for the child minder to consider:

- Making changes to the nappy changing policy in line with Public Health Wales guidance in order to minimise the risk of cross contamination;
- implementing more formal processes for activity planning and keeping records of children's progress in order to use this information to plan their next steps of learning; and
- noting/recording the exact dates on which fire drills were conducted, policies and risk assessments are reviewed on each document.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on the 19 November 2018 from 9:45 a.m. – 12:50 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by the child minder and her assistant;
- spoke to the child minder, her assistant and children;
- we looked at the areas used by children and resources on the day of our inspection and
- we gave detailed feedback of what we found and what needed to be addressed.

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	Karen Roberts
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:30 a.m. – 6:00 p.m. Monday to Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	12 October 2015
Dates of this inspection visit(s)	19 November 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?	This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	