



Childcare Inspection Report on

Antonia Bailey

Colwyn Bay



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Description of the service

Antonia Bailey operates a child minding service from her home in Upper Colwyn Bay, Conwy and is registered to care for a maximum of 10 children under 12 years of age. Her service is open from 08:00 – 17:30 hours Monday to Thursday. The child minder does not provide the Welsh Government's Active Offer of the Welsh language; English being the language spoken with some basic Welsh introduced into some play and learning activities.

Summary of our findings

1. Overall assessment

Children enjoy their time with the child minder. The clean, welcoming and child safe environment means children settle quickly into play and are relaxed. The child minder provides opportunities for children to spend time outdoors where the children are able to explore and learn about the world around them and socialise with other children. The child minder understands her role and responsibilities, is well qualified and organised. She has positive relationships with parents and the local school which benefit children.

2. Improvements

Since our last inspection, improvements include;

- the child minder has introduced a means of tracking children's development to help keep parents fully informed of their child's progress.
- The playroom has been re-decorated and new toy storage promotes children's independence.

3. Requirements and recommendations

We made recommendations to further improve practice in relation to care and development and delivering activities in line with the foundation phase areas of learning.

1. Well-being

Summary

Children are able to make choices, were settled and very much at home within their environment. They interact positively with the child minder and each other and are learning to co-operate and take turns. Children are interested in the toys around them, they play appropriately for their age and gain a sense of achievement from what they do, receiving regular praise and encouragement from the child minder. They are given opportunities to develop their independence through their daily routine.

Our findings

1.1 To what extent do children have a voice?

Children are confident to communicate and express themselves.

Children participated well and were beginning to understand the rights of others to do the same. Children knew they would be listened to and that the child minder understood their needs, preferences and non-verbal cues. For example, without being asked, the child minder got out further resources for the home kitchen when a child began playing in that area. They chatted happily to the child minder and were confident to ask for drinks or other resources as they needed them.

Children at this service have a voice and are listened to positively.

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

Children are settled and comfortable.

Children feel secure and have positive bonds and attachment to others within the service. We saw on waking, children were cuddled and offered time to wake up fully before joining in the play when they were ready. They smiled warmly in recognition of the other children and were content to join them in their play. The children's day was structured around opportunities for them to play, learn and develop; which they enjoyed. We saw them playing together in the child minder's playroom after a morning spent socialising with others and playing at a local playgroup.

Children feel safe, they are motivated and happy because they are valued.

1.3 How well do children interact?

Children are learning the rules of social interaction.

Children are developing an awareness of their own and others feeling and are learning to co-operate and take turns. For example, when asked to share out the play food between the two shopping baskets, the child willingly did so. Children were aware of the other children still asleep and naturally kept their voices low whilst playing, showing a care and an awareness of others.

Children relate well to each other and interact positively.

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

Children are interested and happy to play.

All children found something of interest to them and engaged in play for an age appropriate length of time. Children were able to explore their environment freely and moved between toys when they wanted. They sat together to create pictures, played in the role play kitchen and with the cars and wooden castle. Children spoke fondly of the playgroups they attended with the child minder, telling us they *'like big toddlers best'* and *'going on the tricycles'* expressing their enjoyment whilst telling us about them.

Children enjoy their play as they find it interesting and fulfilling.

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

Children are given opportunities to develop and become independent, they also have opportunities to learn.

Through their daily routine, children were encouraged to develop age appropriate self-help skills. For example, putting their drawings in their bags independently. They had their individual needs met whilst their independence was promoted. When having a drink for example, children were able to develop co-ordination; drinking from either open lidded cups carefully with two hands, or lidded cups depending on the child's age and ability. Children are confident to try new things and gain a sense of pride from their achievements. For example, proudly bringing their colouring to show us, smiling and saying *'look!'*

Children have varied opportunities to develop, learn and become independent.

2. Care and Development

Summary

The child minder has an up to date understanding of how to keep children safe and healthy. Overall she works in line with her policies, interacting positively with the children and offering frequent praise. The child minder tracks the children's progress well however, further developing her understanding of how this interlinks with the Foundation Phase outcomes and planning for the children's next steps would be beneficial.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a sound understanding of how to keep children safe and healthy.

The child minder promotes healthy lifestyles by offering healthy food and drink options for example, vegetable soup and water, along with regular opportunities for the children to be physically active. She has an up to date understanding of safeguarding through relevant training and was able to describe her safeguarding procedures to us with confidence. The child minder checks her smoke detectors regularly however, she does not always evacuate the premises with the minded children on each occasion; It is important to ensure the children are familiar with the procedure and know what to do in the event of an emergency. The child minder has recently undergone an assessment from the Food Standards Agency and has been awarded the highest score for her food preparation procedures. The child minder is aware of her responsibilities to keep her knowledge of paediatric first aid up to date and is due to renew her training in February this year.

The child minder is actively motivated to ensure children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder engages with children positively.

The child minder supported children to interact appropriately and supported them to understand their behaviour and its impact on others. A child, wanting to have a turn with a particular toy, had it explained to them calmly that the other child was having a turn first and that they could have a turn '*in a minute*' before the child minder skilfully engaged the child in play with another toy. The child minder promoted positive behaviour well by offering frequent praise. She had a consistent and fair approach and encouraged all children to share, take turns and relate to each other appropriately. She is currently partaking in a nurturing course which the child minder told us has had a positive impact on her practice. Reflecting, she told us she was '*learning everyday*' and that there was '*always something new to apply to the service.*' The child minder modelled positive behaviour to the children, saying please and thank you when giving instructions and encouraging children to use their manners.

The child minder is committed to ensuring she manages interactions in a way which supports children's best interests.

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

The child minder provides a caring environment and responsive care.

The child minder knew the children well and had a secure knowledge of their home backgrounds. She is well qualified to degree level. She has a secure understanding of child development and some understanding of the Foundation Phase. At present however, the child minder does not implement the principles of the Foundation Phase within her setting. The child minder promoted a language rich environment to support children's development. For example, naming the colours of the ball as a child pushed them into an interactive toy. The child minder tracks the children's progress; however, these records could be used more effectively to inform the planning of future activities which would support children to achieve their next development milestones. She has extended her knowledge of additional learning needs through attending training in her own time, and has attended behaviour management training to ensure she is well equipped to support children with identified needs or those experiencing difficulties. The child minder ensures the daily routine offers children variety; children have the opportunity to direct their own play as well as participate in adult led activities. Opportunities for messy play, socialising with larger groups and using larger play equipment are made available through attendance at local toddler groups and day trips out.

The child minder meets children's needs by promoting play. Her planning for learning and development opportunities is developing.

3. Environment

Summary

The child minder provides a safe and clean environment which has suitable space for the children to play and develop safely. The range of toys, resources and equipment are of good quality and are well maintained to ensure they are safe to use. New storage empowers children to access toys independently and to make choices. There are procedures in place for ensuring the environment remains suitable and free from hazards.

Our findings

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

The child minder ensures the environment is safe, clean and secure.

We found the environment to be clean, fresh and free from any unnecessary hazards and risks. On our arrival, some children were sleeping. They were checked on regularly and a baby monitor was in use. We found a child to be securely seated whilst eating their meal and that they were well supervised when sitting independently at the low level table within the playroom. Risk assessments had been completed for the premises, some activities and some outings. However, we noted that these were not dated and so we were unable to assess when they had been written or updated. All doors in to the child minding premises were secure and the rear garden was enclosed. The child minder had placed rugs on the hard flooring within the playroom to ensure the room was comfortable and warm for the children as well as ensuring they were safe from trips or falls.

The child minder assesses the safety of the environment regularly and effectively ensures it is safe.

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

The child minder ensures the environment is suitable to meet the needs of the children.

There was sufficient available play space for the children to play with their chosen toy with ease. Soft furnishings within the playroom enabled the children to sit comfortably alongside the child minder. Direct access from the playroom to the outdoor area is advantageous; encouraging outdoor play and choice whilst ensuring children remain well supervised. A window from the kitchen in to the playroom also enables the child minder to supervise the children closely whilst preparing their drinks and meals. The child minder cares for older and younger children and uses the whole of the downstairs of the premises well to ensure older children are offered space and opportunity to complete their chosen activities without disruption. The main playroom is the conservatory. The child minder had created bespoke blinds for this room to ensure the temperature remained consistent through the summer and winter months.

The child minder makes good use of the environment and ensures it is suitable and inviting for children.

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

The child minder ensures children have access to resources and equipment which are appropriate for their age and which support their development.

We found toys and resources used by the children were age appropriate and in good condition. They appeared clean and the child minder told us they are disinfected with spray regularly. The children had access to a low level table and chairs which encouraged their independence when climbing on and off and which encouraged them to pick up pens and mark make independently. The children had access to natural resources such as pinecones from a trip to a nearby National Trust venue and shells from their trip to the beach. One child carefully held a shell up to their ear to listen to the sea noises and reminisced with the child minder about their trip to the seaside. Resources were available in sufficient quantity to enable children to play together, for example, two shopping baskets full of play food. Both boys and girls played in the role play kitchen and opportunities were promoted equally.

The child minder ensures there is a broad range of resources and equipment for the children which are in good condition.

4. Leadership and Management

Summary

The child minder has a clear purpose for her service. She is experienced and runs her service effectively. She plans for improvements and has procedures in place for assessing the quality of the service she delivers. She ensures her knowledge of the latest developments is kept up to date and that mandatory training is completed within the prescribed timescales. The child minder develops meaningful and effective partnerships with parents which are beneficial to children.

Our findings

4.1 How effective is leadership?

The child minder is clear in her purpose and communicates this well.

The child minder keeps her statement of purpose up to date and under review. She ensures that it is a true reflection of the service she delivers and uses it to communicate her vision well. The child minder has effective policies and procedures in place. She reviews these every six months or sooner if needed. We noted that the child minder had not dated the policies and procedures which would help her to retain the most up to date version and show when amendments have been made. The child minder has high expectations of herself and the service she delivers. She is keen to keep her knowledge up to date and regularly attends training offered to her. She is aware of her roles and responsibilities in relation to the regulations and meeting national minimum standards ensuring paperwork is well organised and kept up to date.

The child minder operates her service effectively.

4.2 How effective is self evaluation and planning for improvement?

The child minder has suitable processes in place for assessing the quality of the service she delivers.

The child minder sends questionnaires to parents in order to seek their views of the service she delivers. She uses this information effectively to formulate a clear quality of care review and drive improvements which meet the children's needs. The child minder should show how she seeks the views of the children and how these contribute to the quality of care review in the future. The child minder draws on advice and feedback given positively and has a clear vision for the areas she wishes to prioritise.

The child minder moderately evaluates the quality of her service and plans for improvements.

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

The child minder is well organised.

The child minder manages her own time well and is well organised, ensuring that mandatory training is renewed in a timely manner. She is the only carer for the children, offering them continuity of care and enabling them to develop bonds of affection with her.

The child minder manages her time efficiently to ensure she delivers an effective service.

4.4 How effective are partnerships?

The child minder develops positive links with parents and the local community.

The child minder works closely with parents to identify children's individual needs and preferences. For example, all children were able to sleep but where and for how long was agreed beforehand with the parents. The child minder had reviewed her methods of communication with the parents; finding that written records were no longer required with digital messaging and daily face to face communication sufficiently meeting the parents requirements and being more time effective. The child minder ensures children are familiar with the local community by attending local playgroups. She has a positive working relationship with the local school, picking and dropping off children when required.

The child minder has successful and valuable partnerships with parents and the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended the child minder could;

- consider how tracking the children's development can help plan for the children's next play opportunities in order to promote their development and advance their skills further in accordance with the Foundation Phase;
- plan play and learning opportunities which align to the areas of learning within the Foundation Phase.
- date her risk assessments and when her policies and procedures have been reviewed;
- ensure children are given further opportunities to practice evacuating the premises in the event of an emergency;
- consider how the views of the children could be sought and captured within the quality of care review.

6. 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 28 January 2019 from 13:20 – 15:15 and on the 29 January from 09:00 – 11:30.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care they received;
- spoke to the child minder and the children attending;
- 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.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Antonia Bailey
Registered maximum number of places	10
Age range of children	Birth to 12 years
Opening hours	08:00 – 17:30 Monday - Thursday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 October 2015
Dates of this inspection visits	28 January 2019 and 29 January 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?	No. This is a service that does not provide an 'Active Offer' of the Welsh Language. We recommend that the service provider considers Welsh Government 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	