



Childcare Inspection Report on

Nicola Bothwell

Flint



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Description of the service

Nicola Bothwell is a registered child minder and operates her service from her family home located in Flint, Flintshire. The child minder is registered to care for a maximum of five children under the age of 12 years. The opening hours are Monday – Friday: 08:00 – 17:00 hours (flexible on request.) The service does not offer the Welsh Language ‘Active Offer’ and operates through English with basic Welsh encouraged.

Summary of our findings

1. Overall assessment

Children are flourishing. The child minder is dedicated and has a nurturing approach to care giving. The environment is child centred and children have free flow access and choice between playing indoors and outdoors. The child minder manages the service professionally.

2. Improvements

There have been no significant improvements made since the last inspection.

3. Requirements and recommendations

We have made recommendations in relation to the statement of purpose, hand washing, nappy changing and safeguarding policy.

1. Well-being

Summary

Children are flourishing as they are given a wide variety of opportunities to make choices and follow their own interests. They are enthusiastic about making choices and are encouraged to speak up and express themselves. They feel secure as they know who to talk to if they are unhappy or worried about something. Children are learning to manage their interactions positively. They are motivated and are able to follow their own interests independently and with confidence.

Our findings

1.1 To what extent do children have a voice?

Children are enthusiastic about making choices and are encouraged to speak up and express themselves.

Children were confident communicators and spoke to us about what they liked doing at the child minder's house. One child told us they enjoyed playing with the toy food and playing the '*Mr Potato Head*' game. During lunch time children were seen to enjoy this social occasion as they chatted to one another, us and the child minder. They spoke about how they enjoyed the cheese sandwiches and liked helping their mum's cook dinner. While having lunch, children made requests for nursery rhyme and counting songs to be played. Children were told us which were their favourites and they sang along. They were also aware of how to tell the child minder if they were worried about anything and showed us how they could display their feelings on the '*How are you feeling today?*' poster. One child told us they were feeling tired and told the child minder they were changing their emoticon face to one which reflected how they felt. Children were talking about their feelings and learning about emotions positively.

Children are being provided with care which enables them to communicate positively with their friends, child minder and visitors.

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

Children feel secure as they know who to talk to if they are unhappy or worried about something.

Children had the opportunity to share any concerns or worries with the child minder which reassured them and made them feel settled. They were familiar with the daily routine and were praised with positive and encouraging language throughout the session. This made them feel good about themselves. When a child was having their nappy changed the child minder spoke to them gently and this made the child feel comfortable and relaxed.

Children are provided with dedicated care which makes them feel safe, happy and valued.

1.3 How well do children interact?

Children are learning to manage their interactions positively.

Children were relaxed and felt comfortable during their activities. They were polite and practiced good manners. We saw children helping one another to hold the different musical instruments and had fun listening to the different sounds they could make. They co-operated with the child minder during tidy up time and respected the toys and resources. While walking outdoors a child picked different wild flowers for their friend so they could hold them as they sat in the buggy. This made their friend smile.

Children are being provided with effective care helping them to build positive relationships.

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

Children are flourishing as they are given a wide variety of opportunities to make choices and follow their own interests.

Children are active and curious learners and are engaged in play based activities. They spoke excitedly about the nature walk they had been on as they carefully dipped the sponges into the paint to make a forest scene. They spoke about the autumn colours and which ones were their favourite. During the walk to school children were talking about what they could see and hear. One child spoke about the person walking a small dog and pointed at the different cats in the garden. Children showed us the different wild flowers they could see and were encouraged to make daisy chains and place the buttercups underneath their friends chin. When returning indoors, we saw children developing their imaginary play in the home corner, preparing food and talking about what they were cooking. Other children enjoyed colouring in a picture of a hedgehog and making shapes on the magic writer interactive board. They were developing their mathematical and shape recognition development through completing a set of puzzles. These activities required children to practice their counting and follow instructions to complete a picture of a boat with different magnetic shapes. During outdoor play children practiced throwing and catching. Two children laughed and giggled as they threw the velcro ball to one another and caught it on the textured bat. They enjoyed seeing the ball sticking to the bat and this activity improved their hand and eye co-ordination. Children were encouraged to express themselves through movement and were enthusiastic about dancing along to songs such as the '*Dingle Dangle Scarecrow*'.

Children are being provided with interesting activities making them enthusiastic about their learning through play.

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

Children are motivated and are able to follow their own interests independently and with confidence.

We saw children being able to accomplish tasks for themselves confidently. Some children enjoyed reading a book quietly on their own or completing a puzzle on the magnetic easel. They chose the activities they wanted to play with as they explored their play space freely. Children showed us how they put on their coats with limited support and hung them up on their personalised coat peg. Children could also put on their own shoes. They were naturally motivated to freely choose and personally direct their play, for example, they had free flow access between the indoors and outdoor environments and enjoyed their time choosing their play activity. We saw children helping themselves to their drink bottles of water and after hand washing they put the paper towels in the bin.

Children are being provided with committed care which enables them to confidently develop their self help skills.

2. Care and Development

Summary

The child minder has a sound understanding of her responsibilities to keep children safe and healthy. Interactions are managed positively. The child minder facilitates interesting and stimulating activities to develop children's learning through play.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is knowledgeable about her role and responsibilities.

The child minder had a current paediatric first aid certificate which enabled her to appropriately administer emergency first aid or deal with medical issues that may arise. When we asked about her understanding of safeguarding, if she was concerned about a child in her care, she provided a sound understanding about the safeguarding processes and had completed current training. The child minder promoted healthy practices such as healthy eating, being active outdoors and encouraged children to wash their hands before lunch and after messy / outdoor play. However, hand washing did not take place after children patted the dog. During nappy changing the child minder used a disposable apron and gloves but did not place a disposable cover on the changing mat. We recommend the child minder revises the Public Health Wales (2014) guidance to ensure hand washing and nappy changing procedures are followed correctly. At meal times the child minder ate her lunch along with the children and this created a relaxed and comfortable social occasion. Water was available throughout the session to keep children hydrated. We accompanied the child minder and children on their walk to the local primary school to collect the child minder's own child. During the walk, the child minder spoke to children about road safety and raised their awareness about their environment. The child minder had recorded and conducted regular fire drills so children knew what to do if they needed to leave the premises in an emergency.

The child minder promotes healthy eating and hydration well and has a good understanding about her responsibilities to keep children safe and healthy but some procedures require reviewing.

2.2 How well do practitioners manage interactions?

The child minder manages interactions positively.

The child minder promotes positive interactions well through celebrating good interactions with positive language, smiles and cuddles. She is approachable and sensitive to the individual needs and experiences of children. The child minder is consistent in her approach and is a good role model herself. During craft she taught children the importance of sharing the cutters for the play dough and sponges to dip into the paint. During outdoor play the child minder encouraged children to take turns to climb the apparatus and slide down.

The child minder promotes positive interactions well through praise and a gentle approach.

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

The child minder facilitates interesting and stimulating activities to develop children's learning through play.

The child minder promotes the development of all children by planning for a good variety of play, learning and recreational activities. She showed us evidence of activity planning for each half term and activities focused on themes. We saw children involved in a variety of interesting activities and additional evidence of photographs showed them participating in colour sorting, junk modelling; making their own toys using recycled materials, making a friendship tree out of their painted hand prints to display in the play room and being active in a local gymnastics and toddler group. The child minder implemented the principles from the foundation phase curriculum and had created defined learning areas. She encouraged children to follow their own interests. She tracked children's progress with detail and used a development flower template to condense this information to show parents and also plan for the next steps in their play and learning. The child minder had high expectations for children's learning and provided a sense of fun and enjoyment. She facilitated a relaxed and interactive storytelling session where children were fully engaged and eager to ask and answer questions. Welsh songs were sung with movement and animation to help children develop their knowledge of the language. The child minder led various activities to develop children's fine motor skills, for example, they played a game of placing small figured monkeys to hang from a tree, the child minder guided children to pick these up carefully and place them to hang without making the tree collapse. This activity encouraged children to concentrate for appropriate lengths of time and co-operate with one another well. During outdoor play the child minder supported a child to draw a road out of chalk on the concrete so they could develop their imaginary play as they rode on their ride along vehicle. The child minder listened to children's requests and responded to them in a timely manner.

The child minder promotes children's play and learning in an interesting way and is responsive to their individual needs.

3. Environment

Summary

The child minder makes sure the environment is safe and suitable. Resources, toys and equipment are of good quality and sustainable materials are promoted.

Our findings

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

The child minder ensures the environment is safe.

The child minder had a system for managing access into the premises and records of visitors were kept. She ensured the premises were clean and unnecessary risks to children had been identified. Risk assessments had been completed in detail for the indoor and outdoor environments. Detailed risk assessments had also been completed for the many outings organised into the community and local area. These had been regularly reviewed. The child minder ensures children are supervised well during their activities.

The child minder ensures the environment is suitably secure.

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 children.

The child minder ensured the indoor environment was welcoming and friendly to children and parents and provided a suitable environment for play and learning. The play room was bright and colourful and decorated with educative displays and children's themed art work. Patio doors enabled children to have free flow access between indoor and outdoor play. The outdoor play area contained appropriate play apparatus and toys to develop their physical and co-ordination skills. The child minder had ensured children were provided with free flow access from indoors to the outdoor play area whenever they wanted to play in the fresh air. Quieter play and story time was facilitated in the lounge area and this space also provided a place for children to rest if they wanted to. The pet dog had an enclosed area in the garden and children were excited to show us where he was.

The child minder ensures the provision provides suitable space, is welcoming to children and offers them the free choice of indoor and outdoor play which enriches their well-being.

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

The child minder ensures, toys, resources and equipment are of good quality.

The child minder had ensured toys and resources were of good quality for children's age and stage of development. She had provided suitably sized table and chairs for meal times and craft work. Some resources reflected our wider society to help children learn about the

world around them. The child minder had ensured children could access most toys and resources with ease owing to low level storage. Books were stored attractively encouraging children to read them. The child minder showed us how children had made a selection of toys out of recycled materials, for example, they had made colourful shape sorters out of cereal boxes and colour matching resources using cardboard and drinking straws. The child minder ensured children had appropriate equipment for outdoor play, for example, slide, pedal / ride along vehicles, catching and throwing equipment and resources for mark making. This area enabled children the opportunity to run around and develop their physical and creative skills.

The child minder ensures toys and resources are of good quality and recycled materials are promoted effectively.

4. Leadership and Management

Summary

The child minder manages the service with commitment and dedication. There is a system to evaluate the service. Resources are managed well and partnerships with parents are positive.

Our findings

4.1 How effective is leadership?

The child minder manages the service with commitment and dedication.

The statement of purpose captured a true reflection of the service. However, more detailed information was required regarding terms and conditions, admissions policy and arrangements for dealing with an emergency. The Care Inspectorate Wales (CIW) telephone number also needed amending. We recommended more of the required information to be included as outlined in standard one of the national minimum standards, so as to give parents all the information they need about the provision of care offered. Policies and procedures are in place and these are reviewed annually. The safeguarding policy did not outline clearly who the first point of contact is to make a referral, which is the appropriate local authority department, and to inform CIW of this. She has a good understanding of her responsibilities to promote the Welsh language and was actively encouraging the use of basic Welsh throughout the session. All documentation requested was at hand and organised appropriately. The child minder had completed parts one and two of the self assessment of service statements (SASS) and submitted these to CIW.

The child minder manages the service in a well organised manner.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a system in place to evaluate the service.

The child minder had arranged for parents and children to complete questionnaires to help her evaluate the service. A report reviewing the quality of care has been completed and the collated views were positive. The child minder has highlighted in the report she would like to develop the outdoor area with further equipment and resources so as to enhance children's experiences further.

The child minder is evaluating the service appropriately to secure outcomes for children.

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

The child minder manages resources well.

Since the last inspection the child minder has learnt to drive and obtained her driving licence. She told us this has enabled her to enhance children's experiences through attending more community events and for her to attend training further a field. The child minder expressed she wanted to attend training which was of interest to her rather than

what is expected of her as this would help towards her own professional and practice development. Her first aid and safeguarding training was up to date. The child minder had also attended training in food hygiene, on the new CIW inspection framework and in relation to the General Data Protection Regulation (GDPR). The child minder had ensured her own and household members Disclosure and Barring Service (DBS) certificates were up to date. We inspected three children's records and these contained the required information. The public liability insurance was current.

The child minder manages resources appropriately.

4.4 How effective are partnerships?

The child minder is building positive partnerships.

The child minder showed us photographic evidence of children out and about in the community participating in, for example, local toddler groups, gymnastics, going on a nature walk, visiting the library and taking part in community events such as the St David's Day Parade. Parents we spoke to told us their children were happy and settled and they thought the daily diary was "*great*", as it kept them informed about what their child had been doing throughout the day. Parents also commented they liked the newsletters written by the child minder which highlighted the activities completed by children during the term and which theme they had explored.

The child minder is ensuring partnerships with parents and community are effective so as to secure outcomes for children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The child minder should consider:

- Reviewing hand washing and nappy changing procedures in line with the Public Health Wales (2014), *Infection Prevention and Control for Child Care Settings (0-5 years), Nurseries, Child minders and Playgroups: Public Health Wales - All Wales Guidance*;
- providing more of the required information in the statement of purpose, using the sub headings in standard one of the *National Minimum Standards for Regulated Child Care for children up to the age of 12 years* as a guide and correct the Care Inspectorate Wales (CIW) telephone number, and
- make it clearer in the safeguarding policy that the first point of contact when making a referral, is to the appropriate local authority department and to inform CIW of this.

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 Monday 15 October 2018 from 11:40 -16:05 and 16:20 - 16:40 hours.

We:

- Inspected a sample of documentation, policies, three children's records, evidence of child minder's qualifications and training (certificates);
- observed practice;
- inspected the areas used, indoor and outdoors, play environments, toys and resources;
- spoke to the child minder, children and two parents, and
- provided feedback to the child minder.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Nicola Bothwell
Registered maximum number of places	5
Age range of children	Under 12 years
Opening hours	Monday – Friday: 08:00 – 17:00 (flexible on request.)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 October 2015
Dates of this inspection visit(s)	15 October 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?	<i>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. We recommend that the service provider considers the Welsh Government 'More than Just Words' follow on strategic guidance for Welsh language in social care.</i>
Additional Information: The child minder has a dog.	