



Childcare Inspection Report on

Rebecca James

Barry



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Description of the service

Rebecca James has been registered with Care Inspectorate Wales since August 2010 and provides care from her family home in Barry. The child minder is registered to care for up to six children at a time and operates Monday to Friday from 7am to 5.30pm. Children have access to the ground floor of the child minder's home and an enclosed garden behind the house. The service is provided in English with incidental Welsh.

Summary of our findings

1. Overall assessment

Children are very confident and happy and enjoy their time with the child minder. Children benefit from a wide range of play and learning experiences; they have fun and make very good progress. The child minder is very enthusiastic about her work and is committed to supporting children's development. The environment is safe and secure and very well maintained. Children have free access to a good range of quality toys, materials and equipment, which encourages them to explore and learn. The child minder manages her business well. All core training is up to date and records are well organised. The child minder works in partnership with parents to ensure that the children's needs are identified and addressed. Children and their parents told us that they are very happy with the service.

2. Improvements

The child minder had addressed recommendations made in the last report. We saw that:

- the statement of purpose had the correct details for Care Inspectorate Wales (CIW);
- storage boxes were labelled with pictures so that children could freely identify the contents and choose;
- there was a risk assessment for the garden; and
- there were records of regular fire drills.

3. Requirements and recommendations

We did not issue any non-compliance notices following this inspection.

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

We (CIW) made two recommendations in relation to resources and the quality of care report.

1. Well-being

Summary

Children express themselves well and are able to make decisions. They feel safe and happy in the child minder's care and interact and play together happily. They have a very good choice of activities to support their learning. Children really enjoy their play and are developing well.

Our findings

1.1 To what extent do children have a voice?

Children are listened to; they express their views and are able to make choices. We saw that children across the age range had a choice about what to do and they were very familiar with the play areas, materials and activities. Children accessed toys and materials from accessible storage boxes, which were labelled to support independence. Children chose what they were interested in and we saw that they approached the child minder confidently to chat or to ask for assistance. Older children confirmed they could choose what they wanted to do and that they had completed questionnaires about what they liked. Children accessed toys, books, construction games, craft and drawing materials independently. We saw that older children enjoyed relaxing in the lounge after school as well as playing with younger children in the playroom. Children had a choice of dessert at lunchtime; a choice of snacks, they helped themselves to water, ate at their own pace and we saw them ask for and receive second helpings.

Children have a strong voice in this service.

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

Children experience warm relationships with each other and with the child minder. Parents described the child minder as 'part of the family'. Children were familiar with the home and the routines, which gave them a sense of security and belonging. We saw that children were content; they greeted each other and the child minder, moved around confidently and settled very quickly. Children played independently and with others and there was a very relaxed atmosphere. We saw younger children giggle and clap their hands. Children smiled happily when praised for their achievements as they made playdoh shapes and threaded pasta onto laces. Older children routinely went off to the toilet on their own; they washed their hands before snacks and they approached the child minder readily; asked questions, and asked for assistance and support. We heard children talk about feelings and about their day at school. The child minder also introduced us and explained our role to the children, which helped them to feel safe. Younger children eagerly showed us their favourite toys and the older children were very happy to talk to us and tell us how much they enjoyed the activities and playing with their friends.

Children feel safe and valued and are very happy.

1.3 How well do children interact?

Children are learning the importance of sharing and turn taking. Children were polite and generally played well together. We saw that younger children were learning to share and co-operate and they responded very well to praise. We saw that, after school, children chatted as they sat together to eat; they passed crayons and paper to each other and they cooperated to build make believe 'robots'. A younger child asked an older child to play and we heard them say *'I'll be there now, as soon as I've finished my toast'*. Children's behaviour was very good and they mostly remembered to say *'please'* and *'thank you'*. There were some minor disputes during the day, which were quickly sorted out by the child minder who reminded them about being kind to each other. She distracted them and joined in the play. We saw that there were house rules that included removing shoes, respecting toys and furniture, being kind, helpful and polite, taking turns and sharing and also rules about safety on the road. Children were able to tell us about the rules and we saw that children followed them.

Children interact very well with each other and with the child minder.

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

Children benefit and take pleasure in a range of play opportunities designed to support their development. We saw children enjoying self-directed play as well as structured activities. Children engaged in their activities for a suitable length of time for their stage of development. The youngest child cooed and laughed as the child minder sang and spoke. Children smiled and nodded when we asked if they enjoyed coming to the child minder and told us they liked the toys and activities. They were very proud of their drawings and showed us their art work displayed on the wall. Children said, *'I just love it here'*, and *'It's lots of fun'*. As they played, children learned about numbers, size, colour, texture and they smiled, giggled and laughed a lot. Children told us they also enjoyed baking, going to a soft play centre, playing in the garden, visits to parks and the beach.

Children thoroughly enjoy their play and learning experiences.

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

Children have good opportunities to learn and become independent. There was a good range of toys, resources and activities, arranged so that children could help themselves. We saw that children were confident to choose their play and try new things and the child minder supported children's overall development. We heard the child minder introduce numbers, colour recognition, sounds, textures, the weather and Welsh language while children played. Children were developing co-ordination and self-help skills. We saw that even very young children fed themselves and were able to hold and tip their beakers to drink. Children accessed the toilet and wash basin independently and there was a child

step available for younger children. We saw children attaching their seat belts in the car, taking off their shoes when they arrived and putting them on to go out. Children were confident to chat and ask questions. The children's development records evidenced that they were making good progress in emotional, physical, social, intellectual, language and creative development.

Children are developing very well, they are confident and are becoming independent.

2. Care and Development

Summary

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

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder knows how to keep children safe and healthy and is clear about what to do if she had concerns about a child or in case of an accident. She was up to date with Child Protection, Paediatric First Aid and Food Hygiene training and encouraged children to eat healthy food and to drink plenty of water. We saw that the child minder obtained the necessary information from parents/carers before their children commenced, including any medical or dietary needs, allergies and routines. We saw very good hygiene practice, for example, we heard the child minder reminding children to wash hands after using the toilet and before eating and there were paper towels and liquid soap in the bathroom. The child minder washed her hands and wiped the table and highchair with antibacterial spray before serving food. Toys, equipment, the kitchen and toilet were very clean and well maintained. The child minder encouraged physical activity and outdoor play and children told us they enjoyed playing outside and going to play centres, 'gym tots' and local parks. We saw that the child minder ensured that children were wrapped up warmly and were safe whilst travelling. The child minder provided a double buggy and appropriate car seats. We saw that two children were strapped in the buggy; one had a harness; while the others held onto the buggy or held hands as they walked from school to the car. Children knew and obeyed the rules for road safety to "*hold hands*" and "*wait at the kerb*".

The child minder is effective in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder uses rules and routines to help children settle and become familiar with her service. She is a very good role model and helps children understand the importance of sharing and being kind to each other. The child minder took her time and was interested in what the children had to say or tried to communicate non-verbally. She gave children time to finish conversations and activities and she encouraged children to ask questions, explore and learn. The child minder always asked politely and thanked the children when they were helpful. She gently reminded them to say '*please*' and '*thank you*' and we heard her say '*well done*', '*good girl/boy*', '*that's much better*' and '*you are so clever*'. The child minder was consistent and very fair. She used distraction and redirection effectively to encourage children to share and take turns. The child minder explained things so that children understood; for example

she told them the danger of talking with food in their mouths as well as that it was not polite. She spoke affectionately, calmly and clearly all the time and children responded by being calm and happy.

The child minder manages behaviour consistently and effectively.

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

The child minder gets to know the children well and plans interesting and stimulating activities to support their development. It was clear that the child minder was familiar with the needs of individual children and we saw that she monitored and recorded what the children liked and their achievements in good detail. The child minder watched the facial expressions and body language of a younger child and a child who was settling in, to ensure that they were comfortable and happy. We saw that the child minder encouraged all children to do as much as they could by themselves. She supported younger children with personal care and she talked through what she was doing to involve them and also made everything fun. She sat alongside children at lunchtime and as they played and she asked questions and helped them to develop their language, colour recognition, counting skills, fine motor skills and co-ordination. She supported older children with homework and encouraged them to talk about their day. The child minder had activity plans for pre-school children to ensure they had suitable opportunities to develop, however activities were very flexible to suit children's preferences. Children played enthusiastically and were engaged in activities throughout the visit. We heard the child minder use incidental Welsh words for numbers and colours and words such as '*diolch*' (thank you) and '*da iawn*' (well done). The child minder also supported children to learn and develop through visits to different settings. We saw photos and records of activities in the community including soft play centres, play groups and the park.

The child minder promotes children's play, learning and all round development effectively.

3. Environment

Summary

The child minder ensures that the environment is safe and offers a very good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are good quality and suitable for the needs and age range of the children.

Our findings

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

The child minder ensures that children are cared for in a safe, clean and secure environment. We saw clear policies and procedures and up to date risk assessments relating to health and safety. For example, the child minder asked us to show proof of identity and to sign an electronic visitor record; she ensured that external doors were kept locked; there were safety gates at the bottom of the stairs and on the kitchen door; and children had the correct car seat for their weight and age. The child minder carried out daily checks on the premises, toys, equipment and the outdoor area, to keep children as safe as possible and ensure that any risks were noted and addressed. The accident and incident records indicated all minor issues and were typical of the age and stage of development of the children; and did not raise any concerns about the safety of the premises. We saw records of annual tests for the heating system, monthly smoke alarm checks and fire drills. There was a first aid kit and fire blanket ready to hand. The child minder had undertaken food safety training and we saw good hygiene practices at meal times, for nappy changing/disposal and when she supported younger children to use the toilet. Children used paper towels to prevent any cross infection. All areas, equipment, furniture and toys were exceptionally clean and in very good condition and the garden play area was level and enclosed.

The child minder keeps the environment very clean and safe.

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

The child minder provides a welcoming and stimulating environment. Children had access to the ground floor of the house, including a lounge-diner, playroom, and toilet; and the enclosed garden at the back of the house. The environment was homely and inviting, with sufficient space for a good range of activities. There was a choice of areas to suit the age range, for play or activities as well as for rest and relaxation. There were tables and chairs to suit children of different ages and the child minder provided low level, labelled, storage boxes of toys and resources to encourage choice and independence. The lounge was used for young children to sleep as well as for quieter activities. Older children told us they use this area for homework, colouring or board games. There was suitable equipment in the bathroom for potty training and a step up stool to support independence. The garden

provided a good sized enclosed outdoor play area. We saw photographs of children engaged in a variety of activities indoors and outdoors.

The child minder creates a stimulating environment that is highly suitable for children to play, explore, learn and develop.

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

The child minder provides a good range of good quality resources which are accessible to children. We saw age appropriate play and learning resources, indoors and outdoors. The child minder also provided different sized cutlery, plates, cups and beakers; safety harnesses; a double buggy; car and booster seats. Resources were available in sufficient quantity to ensure children had choice and could play together or independently. During our visit, children played with a variety of toys and equipment which promoted their all-round development, for example musical toys, playdoh, puzzles, art and crafts, dolls, construction, sorting, threading and board games. The toys and equipment were clean and in very good condition and we saw that the child minder had systems in place to check, clean and replace toys and equipment that were no longer suitable or in good working order. The child minder told us that she routinely celebrated events such as cultural events and saints' days through the year and we saw photographs to support this. There were Welsh books available but we did not see many toys or materials that would give children opportunities to explore, value, and acknowledge similarities and differences; to understand diversity or that they were part of a multi-racial society.

The child minder ensures that there is a good range of resources and equipment available to enhance children's experiences and development.

4. Leadership and Management

Summary

The child minder is very motivated and evidently enjoys working with children. She complies with regulations and national minimum standards and is effective in planning for improvement using feedback from children and parents. The child minder manages her service very well and has very good partnerships with parents and other child minders.

4.1 How effective is leadership?

The child minder complies with the regulations and the national minimum standards and ensures her service is well run. We saw that the child minder had addressed recommendations made in the last inspection and she was eager to discuss the ways in which her service had improved, including a new electronic system for record keeping. We saw that the statement of purpose had been reviewed and provided a clear picture of the service. All relevant policies and procedures were reviewed annually and they were easy to understand and focused on children's needs and well-being. We saw that the policies and procedures had been added to and updated when necessary. For example the child minder had information on the Prevent Duty (which relates to anti-terrorism and radicalisation) and she had drawn up a new policy on General Data Protection Regulation (GDPR policy) and had circulated it to all parents. Parents were satisfied with the information they received about the service and about their children's progress. We saw that parents had signed their contracts; various permission forms and they had signed to indicate that they were aware of the policies and procedures.

Leadership is very effective.

4.2 How effective is self evaluation and planning for improvement?

The child minder plans for improvements based on feedback from children and parents. We saw that the child minder had given annual questionnaires to parents and had also developed child-friendly questionnaires for the children in her care, seeking their views on the service and any changes they would like to see. The child minder also gained younger children's views by asking them or observing what they enjoyed and how they reacted. We saw the 2017 annual quality of care review report which included the views of children and parents. The child minder had just started the review for 2018 and we saw that the returned questionnaires from parents were all very positive and rated the service as 'excellent'. Parents told us they were consulted regularly though informal chats as well as questionnaires. Children told us that the child minder always asked them what they wanted to do each day and if there were any changes they would like. The child minder planned activities that linked to the Foundation Phase's 'seven areas of learning' for younger children. We saw detailed records for pre-school children showing what each child enjoyed, what progress had been made and which area of learning had been evidenced. We also saw that the child

minder had received feedback from Flying Start and Food Standards visits but had not included this in the quality of care review.

The child minder has good systems for evaluating the quality of the service and making improvements, which benefit the children.

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

The child minder is very well organised. She was able to locate all the records and documents we requested for inspection promptly. All records were up to date and in very good order, which aided the inspection process. Children's attendance was recorded accurately each day and the child minder had obtained all the necessary consent forms from parents for such things as trips out, emergency treatment and photographs. We saw that the child minder managed her time effectively though the day and she had excellent routines to ensure that all children were safely transported and supervised during the school pick up and drop off. The child minder kept clear records of health and safety checks, business insurance, and her training; and she ensured that they were all updated when required. There were current Disclosure and Barring Service (DBS) checks for the child minder and other household members over the age of 16. The child minder was a member of a professional association for childcare and attended child minder network meetings to keep up to date with news and local changes. Since the last inspection, she had attended additional training to improve her practice such as 'Prevent' training, 'Infection Control' and 'Internet Safety'; and she had booked a course on 'Autism Awareness' to enable her to support children with additional needs.

The child minder manages the service and her professional development effectively.

4.4 How effective are partnerships?

The child minder has very positive partnerships with parents. We talked to the child minder and looked at the diary of events and records for children. We found that the child minder worked very closely with parents to meet children's needs. As well as talking to parents each day, she kept them well informed through emails and texts; and by posting information and newsletters on a notice board in the hallway of her home. The child minder was registered with the information commissioner's office and ensured that electronic information was stored securely and shared appropriately. She recorded the younger children's activities and progress in daily diaries that were shared with parents, who were invited to contribute and add more information. We saw from records that the child minder had worked closely with parents to support language development, potty training, social skills and positive behaviours. Parents were very happy with the service and confirmed they were kept well informed about their children's progress and any issues; including messages from school. They described the child minder as *'flexible'*, *'fabulous'*, *'reliable'* and *'excellent'*.

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

- develop toys and resources to promote positive role images, diversity and a multi-cultural society; and
- include in the quality of care report feedback from other agencies such as the Food Safety officer and Flying Start.

6. How we undertook this inspection

This was a full inspection, looking at all aspects of the service, undertaken as part of our normal schedule of inspections. During the course of the inspection, we (CIW) saw seven children aged 18 months to 11 years; three children were present during the day and six children were present after school.

We used the following methods:

- we looked at what we already knew about the service including the last inspection report and self-assessment documents completed by the child minder;
- one inspector visited, on 12 October 2018, from midday to early evening;
- we spoke to the children, four parents and the child minder;
- we viewed the parts of the premises and garden used for child minding;
- we observed children and the child minder in the home and on the way to and from school;
- we looked at a range of records and documents including contracts, the statement of purpose, children's records, records of attendance, parent contracts, risk assessments, accident records, policies and procedures and the service's quality of care review report for 2017;
- we read through comments made by children and parents in questionnaires given to the child minder;
- we looked at records of checks on the service carried out by Food Standards and Flying Start;
- we spoke with the child minder about how she ran the service and her plans for the future; and
- we gave feedback on our findings to the child minder after the 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	Rebecca James
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	7am – 5.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 January 2016
Dates of this inspection visit	12 October 2018
Is this a Flying Start service?	No – but provides Flying Start places
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. It does not routinely anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words ... follow-on strategic framework for Welsh language in social care'.
Additional Information: The child minder promotes the Welsh language through Welsh language books and using basic Welsh and songs during activities.	