



# Childcare Inspection Report on

**Hayley McAndrew**

**Cwmbran**



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## **Description of the service**

Hayley McAndrew is based in Cwmbran. Her service is provided from her home and operates five days a week from 7am until 6 pm. The child minder is registered to care for a maximum of ten children and she has been registered since October 2010. The service is provided through the medium of English with incidental Welsh used every day.

## **Summary of our findings**

### **1. Overall assessment**

We found that children attending this service enjoy their time and are happy to attend. They are able to make choices over their play and they have access to a suitable range of resources. Children enjoy a warm relationship with the childminder in an environment which is spacious and interesting. Parents and children benefit from a reliable service. Children are safe, can learn, play, and become independent.

### **2. Improvements**

None noted at this inspection.

### **3. Requirements and recommendations**

We found the service was not compliant with the following regulations;

- Regulation 15 (1) of the Child Minding and day Care (Wales) Regulations 2010: the registered persons must ensure they have compiled a statement of purpose containing all the required information.
- Regulation 24(1) b: the child minders paediatric first aid certificate was out of date.
- Regulation 16(1): a quality of care report had not been completed.

We did not issue non-compliance notices on this occasion, as we did not find that these regulatory breaches had an impact on the well being of the children. These matters must be addressed.

# **1. Well-being**

## **Summary**

The children were happy and confident. They enjoyed a range of activities and benefitted from the calm and reassuring care provided by the childminder. We did not see any significant issues of unwanted behaviour during the inspection and children enjoyed the warm and comfortable environment which enhanced their play and learning experiences. The children responded positively to guidance from the childminder and we saw her praise good behaviour, good manners and sharing. Children are able to relax and learn from a child minder who is a positive role model.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are encouraged to speak and express themselves and their views are valued by the child minder. They are encouraged to make choices about their play. Children were happy to play with their favourite toys and knew where everything was kept in the play room. Children chose to play with puzzles and soft toys and were eager to sing when this was suggested by the child minder. Children sang the songs in Welsh and English with great energy and happiness and a few giggles when the words were forgotten. Although there is activity planning in place, children are able to influence their choices because the child minder is flexible and will meet their requests for activities. Children asked for playdoh and were delighted they could play after their snack. Children bring their own lunch with them and made clear choices about when they had had enough to eat.

Children are able to make choices and their voices are heard.

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

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship. Strong links have developed between the children and the child minder. We saw that the children were happy and confident to approach the child minder and chat with her whilst they played. The children expressed enjoyment, and we saw them smiling and laughing amongst themselves. Children were very confident and were happy to play and find resources fairly independently. The children, who were the same age, knew each other well and played together as friends, with only a few squabbles, which they sorted out together.

Children are well settled, happy, confident, and feel valued.

### **1.3 How well do children interact?**

Children manage their behaviour, cooperate, take turns and share. The children were well behaved, polite and enjoyed interacting together and with the child minder during the inspection. The children also interacted with us and asked questions or brought us their many creations out of playdoh and toys to show us how they worked. We saw that they showed affection for each other and the child minder either holding hands or with spontaneous hugs.

Children manage their behaviour and enjoy warm and positive interactions.

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

Children are interested and excited in their play, which is very much led by them. The children were excited when they knew that playdoh would be set up in the playroom for after their lunch. Children were happy to learn from the child minder how to make different shapes together and laughed when their efforts all looked like snakes. Children loved this activity and wanted to continue through the afternoon.

Children enjoy their play and learning, sustaining interest in their play and gaining a sense of achievement from it.

### **1.5 How well do children develop, learn and become independent**

Children showed their independence by bringing out the resources they wanted and accessing the bathroom when needed, remembering to wash and wipe their hands using the towels provided. They were happy to tidy up toys and to put wet wipes in the bin or get a toy they wanted to bring into the play room. Children were responsive to help from the childminder during their activities and were eager to learn how to make different shapes especially bees and mice.

Children are making progress, and are confident and independent

## **2. Care and Development**

### **Summary**

The child minder provides a good variety of activities which the children enjoy and find interesting. She respects the children in her care and the decisions they make. Children remain safe and healthy because the child minder has a good understanding of her responsibilities, enjoys caring for the children, and her knowledge of their families enhance their overall well-being.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder ensures that the service's policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. The child minder had good knowledge of child protection issues and talked us through the process of escalating any concerns. Her safeguarding training is current. The child minder is a member of a nurse bank and has comprehensive knowledge of first aid and has booked a place on a paediatric first aid course to ensure she is compliant with the regulations. The child minder promotes good hygiene and the children were gently reminded to wash and dry their hands after using the bathroom and before and after meals. The child minder has a good system to record medication that is administered, along with a record of any accidents. Records showed she practiced fire drills with the children regularly and ensured all children were familiar with the procedure, and knew what to do in an emergency. The child minder also keeps clear records of children's attendance.

The child minder keeps children safe and healthy and there are good policies and procedures in place to support this.

#### **2.2 How well do practitioners manage interactions?**

The child minder is a good role model. She is calm and reassuring and uses a consistent approach to managing behaviour. We did not see any significant issues of unwanted behaviour during the inspection and the child minder was positive and warm in guiding the children. We saw her praise good behaviour, good manners and sharing, which the children responded to with smiles and laughter. The child minder encouraged the children to interact with us and after an appropriate time they became very animated and confident to share their play with us.

The child minder manages interactions effectively and this has a positive impact on children's well-being.

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

The child minder provides a nurturing and caring environment in which children's free choice of play is promoted and their needs are met. The child minder responded to the children with affection and the children were very comfortable in her care. Her planning also included activities such as using the soft play gym, singing and counting in Welsh and English, drawing, colouring and story time. The child minder maintains records of the children's development and uses the foundation phase as a guide to her planning. Children's folders included a clock face to learn the time, an alphabet chart, spot the difference pictures and days of the week, all in Welsh and English. Children also benefit from trips to 'Cheeky Monkeys', 'Zoopadoopas', the library and local parks.

The child minder effectively promotes children's well-being through play and learning and her understanding of children's individual needs.

### **3. Environment**

#### **Summary**

Children benefit from an environment which meets their needs. They are able to access a variety of resources indoors and are familiar with the layout of the play area. Children are comfortable and have suitable furniture to use when playing. The play room is used for most activities; messy play, creating cards or paintings to take home, playing with toys and general free play. The living room is available for bigger toys also. The garden is exciting with plenty of space for outdoor games as well as ball games, floor puzzles, trikes, a sand pit, paddling pool and scooters. The garden is ideally suited for children to enjoy all the resources available.

#### **Our findings**

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

The child minder ensures that all areas used by children are safe and well maintained. The child minder had identified and addressed risks in her home and risk assessments are undertaken. The front door was locked and a visitor's book was available to sign. Smoke alarms and a fire blanket were in place and accessible, and evacuation drills were recorded and explained to the children. All insurance cover was seen and was up to date.

The child minder checks and ensures the safety of the environment for children in her care.

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

The child minder provides an environment which is well decorated and is very welcoming, with space available for children to play and learn. The child minder has designed the layout of the play area to maximize the space for learning or playing. Children can move from one activity to another easily and enjoy comfortable furniture in the living room for reading books or singing songs together with the child minder or just for a cuddle. Children have access to an excellent range of toys and equipment that are age appropriate and suitable for their needs. Children told us they love all the "stuff" at Hayley's especially playdoh and going into the garden when the weather is fine.

The child minder provides an environment which is well resourced and suitable for children to explore and enjoy.

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

The child minder routinely quality checks the toys and resources so that they are safe and well maintained. The resources and equipment available are up to date and reflect the



popular trends of the day for both boys and girls. Children also benefit from new books and toys whenever possible and the child minder ensures that the resources meet the requirements of learning through the foundation phase.

The child minder rigorously checks to ensure resources and equipment are of a good quality.

## **4. Leadership and Management**

### **Summary**

The child minder provides a reliable service that is well organised. A good range of policies and procedures are in place which outline the service and this ensures that parents are well informed about what to expect before the children are placed in the child minders care. A statement of purpose which contained all relevant information was not available.

### **Our findings**

#### **4.1 How effective is leadership?**

The service is organised and appropriate policies and procedures are available for parents to read or take home. Children's development is noted and is shared with parents verbally and from the child minders records. Some children had been with the child minder since infancy so had developed, learned new skills and were becoming more independent during their time at the service. We saw policies which were up to date and relevant and the child minder told us that she does try to keep up with new developments, for example, all parents had been written to about GDPR. The child minder has good recording systems in place in relation to recording accidents and incidents and the administration of medication

The service does run efficiently but good leadership and management needs to be developed.

#### **4.2 How effective is self evaluation and planning for improvement?**

The childminder reviewed her service and completed the quality of care report in July 2017. However, we did not see a current quality of care review at this inspection. The childminder told us she would be sending out questionnaires and would complete this year's report.

Leadership and management needs to be seen as a priority for the child minder.

#### **4.3 How effective is the management of practitioners, staff and other resources.**

The child minder is effective in managing her own time and has an excellent range of skills to provide a home-based child care service. She plans activities responsively to ensure that children's needs are always met in a timely manner and the calm and relaxed care environment has a positive impact on the children's mood and their interactions. There are contingency plans in place to deal with emergencies. The child minder has strong links with other local childminders who have a reciprocal agreement in place to help should it become necessary. The child minder and members of her household have current Disclosure and Barring checks in place.

The child minder manages her time and other resources effectively.

#### **4.4 How effective are partnerships?**

Children's needs and preferences are identified well and parents know how these will be met. The child minder told us that when a child first starts with her, a child record form is completed by the parents so that the child minder has all the information necessary to be able to provide care for the children and meet their needs, such as the child's likes and dislikes, routines and development. We examined these records and found them to be up to date and in good order with detailed information on all children cared for. The child minder gives verbal feedback each day to parents and shows them the records if they ask specifically at any time.

Partnerships with parents are positive and their comments about the service need to be reflected in the quality of care review.

## **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 following;

- To compile a statement of purpose,
- to complete a paediatric first aid course and
- to complete a quality of care report.

## **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 for approximately four hours. We:

- Observed the children and the care they received;
- talked to two children;
- looked at a wide range of records;
- had discussion with the child minder and
- looked at cards and letters received from parents showing their appreciation for the care their children received at the service.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Hayley McAndrew
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:00am to 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 March 2016
Dates of this inspection visit(s)	16 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 which 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’s “More Than Just Words” strategic guidance for Welsh Language in Social care.
Additional Information: None	