



Childcare Inspection Report on

Julie Thomas

Bangor



Date Inspection Completed

15/05/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Julie Thomas is a registered childminder and operates her service from her family home, located in Bangor, Gwynedd. The childminder is registered to care for a maximum of 10 children under the age of 12 years and works alongside an assistant. The opening hours are Monday – Friday 0600 – 1830 hours. The service does not provide the Welsh Language ‘Active Offer’ and operates through the medium of English.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Adequate
Leadership and Management	Adequate

1. Overall assessment

Children are happy and settled. The child minder and assistant have a gentle and patient approach to care giving. The indoor and outdoor environments offer children an opportunity to follow their own interests and develop their physical skills. The child minder manages the service suitably but some areas require improvements to meet requirements.

2. Improvements

Since this inspection the child minder has addressed positively some of the issues highlighted to her and has submitted to Care Inspectorate Wales (CIW) an improved statement of purpose, created a daily health and safety checklist template, written a sand, water, trampoline and additional learning needs (ALN) policy and a parental permission form to confirm authorisation for their children to play on the trampoline.

3. Requirements and recommendations

We have advised the registered person (child minder) that improvements are needed in relation to risk assessments (Regulation 25), staff file (Regulation 28), supervision and appraisal (Regulation 29), keeping records (Regulation 30) and reviewing the quality of care and producing a report (Regulation 16) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

We have made the following recommendations in relation to reviewing policies and procedures regularly, offering further opportunities to develop children's self-help skills, raise their awareness of our wider society and promote sensory play using natural based resources.

1. Well-being

Good

Summary

Children are confident communicators and approach the child minder and assistant with ease to make requests. Children interact positively with one another and with those caring for them. They enjoy their learning through play and are developing their independence well. Further opportunities would enable them to develop their self-help skills effectively.

Our findings

Children expressed themselves well and communicated their preferences positively. For example, they told us how much they enjoyed eating strawberries at snack time. They were confident in making requests and these were responded to in a timely manner. One child told us they liked jumping on the trampoline because "*it makes me higher*" and another child said their favourite activity was playing outside in the garden.

Children were reassured because their needs were responded to in a timely manner effectively. For example, when a child tripped over when leaving the ball pit, they were asked by the child minder if they wanted a cuddle on her knee. This made the child feel safe and soon settled. Children were praised with positive language and this made them feel good about themselves. A child felt comfortable and relaxed as they were having their nappy changed. This was because the assistant had asked them if she could interrupt their play to change their nappy and spoke to them gently throughout. Children's choices were being actively respected by those caring for them.

Children were learning to manage their interactions well through co-operation, taking turns and sharing. They were using initiative to help their friends. For instance, an older child asked the child minder politely to help them tie a rope to the front of the tractor so they could pull it so their younger friend, who could not reach the pedals, could have a ride around the garden. This made the younger child feel included and happy.

During outdoor play children played with the sand and water trays well, experimenting with volume by filling and emptying a variety of containers with curiosity. They practiced their physical co-ordination skills through throwing and catching the plastic balls. Children enjoyed blowing bubbles and named the colours being created by the sunshine as the bubbles flew in the air. Children were eager to water the plants in the garden and filled their watering cans enthusiastically.

Children were developing their independence appropriately. For example, they used the toilet and accessed their personal belongings with limited support. A step was provided in the bathroom to aid younger children's independence so they could reach the hand washing facilities with ease.

Children moved around their play area freely, making choices positively. For instance, one child played imaginatively in the home corner pretending to prepare a meal, placing food

props in the microwave and bread slices in the toy toaster. However, there was a lack of opportunities for children to develop their self-help skills further, such as taking part in recycling tasks or helping to prepare snacks. A child enjoyed washing the toy plates in the home corner independently and laughed as the child minder helped them to create more bubbles.

2. Care and Development

Good

Summary

The child minder promotes most healthy practices effectively with some procedures require reviewing. She manages interactions with a gentle and caring approach. The child minder responds to children's individual needs in a timely manner and develop children's learning through play well.

Our findings

The child minder and assistant provided children with healthy snacks and made sure fresh drinking water was available throughout the session to keep them hydrated. Before going outdoors to play they made sure children were protected in the hot weather by applying sun cream and putting on sun hats. Staff understood and implemented most of the policies and procedures for the service positively however, during nappy changing, a protective cover for the changing mat was not used and a disposable apron not worn to prevent cross contamination. The child minder and assistant's safeguarding knowledge was suitable however, the policy required reviewing and updating.

The child minder and assistant promoted safety appropriately, for example, they had completed first aid training suitable for the age ranges of children being cared for. They recorded accident and incidents and these were signed by both staff and parent consistently. Fire safety checks and fire drills had been conducted and these were recorded.

The child minder and assistant managed interactions fairly and consistently and had a gentle and patient approach to care giving. They praised children for their efforts with positive language and this made children feel good about themselves. The child minder and assistant encouraged children to use good manners and they were positive role models of good behaviour themselves. When children disagreed, the child minder gently intervened and resolved the situation quickly for instance, a child was encouraged to say sorry to their friend and was praised for giving their friend a hug and kiss.

The child minder organised an interactive story time session well, through encouraging children to ask and answer questions. Younger children were encouraged to express through vocal and physical expression. She developed this activity positively by asking children to talk about their own adventures on a train. This helped to develop their vocabulary skills well. However, no Welsh was being heard spoken throughout the day to raise children's awareness of their local language.

The assistant raised children's awareness of the bugs and insects in the garden and reassured children that the found ladybird was not going to hurt them. The child minder and assistant consistently asked children what they would like to do and what resources they would like to play with. They responded to children's requests and preferences well. For example, when a child wanted to cut the grass with the toy mower they responded to them in a timely manner. Activities were not planned as the child minder told us she

encouraged children to self-direct their play positively. However, some consideration towards planning and tracking children's progress would help the child minder to organise more challenging activities for some children and more focused learning experiences for other children.

The child minder and assistant care for children with additional learning needs with genuine concern and warmth. They used appropriate tools to aid communication with children effectively.

3. Environment

Adequate

Summary

The child minder ensures children are cared for in a secure and clean environment. There is sufficient space and facilities to meet the needs of children. The child minder and assistant ensure children have access to toys, resources and furniture which are age appropriate and in good condition.

Our findings

The child minder had a system to manage access to the premises and visitors were recorded appropriately. Not all risk assessments identified the potential risks to children and what measures were in place to manage those risks. The child minder told us that visual health and safety checks were being conducted but these were not recorded. The child minder made sure the indoor environment was clean and suitable for children to use. The outdoor play area was well maintained, enclosed and spacious offering children varied play opportunities. The child minder and assistant were aware of their responsibilities in relation to providing appropriate supervision to ensure children's safety and the child minder checked on children as they slept. We discussed with the child minder to include monitoring sleeping children in her risk assessment.

The child minder ensured the layout and design of the outdoor environment promoted children's independence suitably and it was well maintained. However, the indoor environment required some improvements, for example, the storage boxes had been overfilled making them difficult for children to move them. The book shelf needed tidying up, as some toy boxes were over hanging off the top of it. Educative displays decorated the playroom and a 'We are Welsh' display presented children's paintings of daffodils and dragons to raise cultural awareness appropriately.

Furniture and toys were suitable for the stage and development of children and resources were of good quality. However, there was a lack of resources to raise children's awareness of our wider community and help them practice using their senses through playing with natural based toys and equipment. The child minder provided younger children with walkers to aid mobility and older children enjoyed using the pedal vehicles, trampoline and throwing and catching equipment. This helped to develop children's physical skills positively.

4. Leadership and Management

Adequate

Summary

The child minder manages the service appropriately but some improvements are required to meet requirements. She does not have an effective system in place to evaluate the quality of care for the service. The child minder manages staff and resources suitably but some areas do not meet requirements. Partnerships with parents are positive.

Our findings

The child minder ensured most policies and procedures were in place and most of these were implemented appropriately. However, they had not been regularly reviewed or updated. For example, the safeguarding policy did not outline the signs of abuse nor had it been recently updated to check current contact details for the designated local authority safeguarding team. The statement of purpose did not include all of the required information to capture an accurate picture of the service offered. The child minder ensured their public liability insurance was up to date.

The child minder had a lack of understanding about how to review and evaluate the quality of care. She had collated some views from children and parents but had not drawn on these comments to write a report reviewing what the service did well, what improvements had been identified and by when they would be addressed.

The child minder had not made sure all of the required information had been gathered in the assistants staff file to ascertain robust recruitment processes had taken place. The child minder informed us that supervision and appraisal was not being conducted for the assistant. To meet requirements we explained to the child minder that staff should be afforded the opportunity to discuss their welfare, practice related issues, development and training needs in a formalised one-to-one session.

The child minder ensured staffing ratios were met on the day and the assistant was deployed appropriately. A record of children's and staff attendance was presented. However, the child minder had not recorded her own attendance. We inspected three children's records and these did not contain all of the required information.

The child minder has positive partnerships with parents and had provided a notice board to keep parents informed. A parent we spoke to told us the child minder keeps them informed of their child's progress at the end of each day and their child was happy and settled.

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:

- Planning and developing further learning opportunities for children to develop their self-help skills, help them to discover the world around them and practice using their senses through using natural and sustainable resources and toys;
- reviewing nappy changing procedures and
- making sure all policies and procedures are regularly reviewed and updated.

6. How we undertook this inspection

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

One inspector visited the service on Wednesday 15 May 2019 from 1000 – 1435 hours and 1600 – 1745 hours.

We,

- inspected a sample of documentation and policies;
- inspected the areas used, toys and resources;
- spoke to children, assistant, child minder and one parent and
- provided feedback 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	Julie Thomas
Registered maximum number of places	10
Age range of children	Under 12 years.
Opening hours	Monday – Friday: 0600 – 1830 hours.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	09 March 2016
Dates of this inspection visit(s)	15 May 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?	This service 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 Welsh Government’s ‘ <i>More than Just Words</i> ’ follow on strategic guidance for Welsh language in social care
Additional Information:	

Date Published Wednesday, 3 July 2019