



Childcare Inspection Report on

Patricia Turner

Cardiff



Date of Publication

30 April 2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to care for up to seven children under the age of 12 years. She operates her service from the family home in Cardiff, close to schools and local amenities. She offers full, part time, wrap around and holiday care and the service is operational between the hours of 8:00am and 5.30pm, Monday to Friday. It is an English speaking service, with good use of incidental Welsh.

Summary of our findings

1. Overall assessment

Children have positive experiences in relation to their well-being. Care practice is responsive. Children are happy and their needs are at the centre of the service. Children benefit from a well organised environment that encourages them to make independent choices and promotes their play, learning and development. Resources are plentiful and of a good standard. Leadership and management is effective.

2. Improvements

Since the last inspection, the child minder has actioned the good practice recommendations made including reviewing policies, procedures and the statement of purpose. The child minder has undertaken training to support her practice, and purchased additional resources.

3. Requirements and recommendations

No areas of non-compliance were identified at this inspection. We made some good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children benefit from a good selection of play experiences and enjoy their time at the child minders. They are content and are making firm friendships with their peers and have established positive relationships with the child minder.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak out and make their needs known. They approached the child minder to engage her in conversation and were able to make independent decisions regarding their play and food choices. For example, they chose resources independently and the child minder gave them options, asking them *“What activities shall we do next?”*

Children have a voice in the service and they can make decisions regarding their play choices.

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

Children are content, happy and settled in a ‘home from home’ environment. They played happily and showed genuine enjoyment in the activities available to them. One child was quite shy when we first arrived but gained in confidence as the inspection went on. Children proudly showed us toys they were playing with: *‘This is Barney the dinosaur’*. The child minder actively promoted the child’s self-esteem and recognised when they needed additional support.

Children are settled, comfortable in their surroundings and benefit from a ‘home from home’ environment.

1.3 How well do children interact?

Children interact appropriately in line with their age and stage of development. Younger children are beginning to understand their feelings and how their behaviour affects others. We saw that children were learning to share and to play together and needed guidance and comfort when they did not always get what they wanted, for example sharing toys. Children demonstrated care and consideration for each other; we observed a child looking for sticks so that another child could play the drums with them.

Children interact positively with one another and play well together in line with their age and stage of development.

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

Children demonstrate a real pleasure and enjoyment in the activities they are involved in. They are interested and curious to learn and spend an appropriate length of time on their chosen activities which are predominately unstructured and freely chosen. We saw children happily playing with puppets, craft materials, and listening to the child minder reading them a story. The children were fully engaged in their play and never appeared bored or disinterested as resources were readily available and easily accessible. This meant that they could move from one resource to another and enjoy different activities when they were ready to do so.

Children have fun and enjoy their play in the child minder's care.

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

Children are developing and learning independence skills in line with their age and stage of development. We saw that activities are planned to suit the age and abilities of children attending and a range of craft activities are planned for the children to enjoy. We saw that some children were very confident and picked out resources without the need for adult support. At snack time we observed a child helping the child minder to wash and cut fruit ready to eat. As children played the conversation flowed naturally and children talked about colours, noises and shapes with the child minder.

Children are developing appropriate self help skills and independence. This promotes their confidence.

2. Care and Development

Summary

The child minder meets children's needs well. She has good systems in place to keep children safe and healthy and identifies their individual needs to plan for their development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has policies, procedures and systems in place to ensure children are kept safe. There was a detailed safeguarding policy which contained information about the Prevent duty, (this is a government strategy that places a responsibility on providers to identify children who may be at risk of radicalisation), and the child minder had attended child protection training. There was a medication policy in place, and parents are required to sign appropriate forms before and after medication is administered. The child minder has a current Paediatric First Aid certificate and has attended food hygiene training.

The child minder ensures children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

There is a behaviour management policy in place which explains the strategies the child minder uses when dealing with children's behaviour. The policy places an emphasis on positive reinforcement. Our observations of practice indicated that the child minder was consistent and supported the children's behaviour whilst also encouraging good manners. She spoke gently and kindly to the children who clearly respected her and enjoyed her company. We heard the child minder give lots of praise and encouragement, such as '*well done*' and '*that's good*'. When children showed unwanted behaviour, she encouraged them to be kind to their friends.

The child minder supports children's social behaviour in a positive way.

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

The child minder is an effective practitioner and supports children's play and learning needs. The child minder had an awareness of children's abilities. Children were given the space and time to play individually and activities were predominately child led and unstructured. This meant that children engaged in activities which interested them. The child minder adapts activities according to individual interests of the children. The child minder completes profiles of children when they start at her service, keeps evidence of their achievements and identifies next steps in learning. We heard the child minder using lots of incidental Welsh with the children to encourage their recognition and use of the language. We viewed activity plans and noted that the child minder celebrates various cultures and events such as Diwali and Easter with the children.

Children's development is promoted by the child minder.

3. Environment

Summary

The child minder's home is clean and well maintained. Children have use of a playroom, lounge, kitchen, upstairs bathroom, and enclosed rear garden. Good attention is given to safety and security; the child minder ensures that children are well supervised at all times.

Our findings

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

The child minder is committed to providing a secure environment and she is fully aware of her responsibility in relation to the safety of children. Her home was well-maintained and all resources were in good working order. The premises is safe; the front door was kept locked throughout the visit, a record of visitors was maintained and registers for children's attendance were kept, including times of arrival and departure. Appropriate insurance for the home was in place and an annual gas safety check had been undertaken as required. Fire evacuation drills are completed regularly and are appropriately documented. The child minder has risk assessments in place for areas within the home and outings which she reviews regularly as well as completing a daily checklist.

The child minder is security conscious and has systems in place to promote children's safety.

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

The child minder ensures the environment is suitable for children in her care. Child minding takes place on the ground floor of the home. The rooms provide sufficient space for play and learning activities. The home is comfortable, and benefits from good natural light. Play areas are well organised so that children feel at ease and comfortable to explore and engage in the activities and resources available. The bathroom is well maintained, and toiletries are kept out of children's reach. The lounge is used for sleep and quiet times.

The home provides a suitable space for children's play and learning activities.

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

Children have access to a range of good quality, developmentally appropriate play and learning resources and equipment. We saw art and craft materials, a range of board games, puzzles, puppets, musical instruments, books, small world and role play items. The resources we inspected were in good condition and appropriate for the age range of children who attend the service.

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

4. Leadership and Management

Summary

The child minder runs her service effectively in accordance with Regulations and National Minimum Standards. Good partnerships with parents and the local community have been established.

Our findings

4.1 How effective is leadership?

Leadership of the service is good. There is a detailed Statement of Purpose which provides parents with information to assist them in making a decision on the suitability of the service for their child. Children's contracts were well completed, and parents sign additional permission slips for outdoor play, sun protection and car transportation. Appropriate policies and procedures are maintained and reviewed regularly, including a nappy changing policy, and lost and uncollected child policy. Accident, incident and pre-existing injuries are recorded, and signed by parents.

The child minder operates her service effectively.

4.2 How effective is self evaluation and planning for improvement?

There are systems in place to monitor and evaluate the child minder's practice to ensure the service meets the children's needs. CIW received the Self Assessment Service Statement (SASS) and Quality of Care report as part of the annual review of the service. There is a complaints policy in place should parents wish to raise an issue regarding the service.

The child minder recognises her responsibility to review and plan for development of her service.

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

The child minder manages her service well. She is a member of an umbrella organisation which provides the child minder with support should she require it. The child minder does not employ an assistant. All household members over the age of 16 years hold current Disclosure and Barring Service (DBS) checks, and the child minder has a back-up contact in the event of an emergency.

The child minder manages her time and resources effectively.

4.4 How effective are partnerships?

The child minder has established good links with parents and ensures they have relevant information about her service and their child's routine. The child minder is a member of a network of child minders in the area, and regularly takes children in her care to the park, toddler groups and soft play. We did not have an opportunity to speak to parents directly so our evidence is based on four service questionnaires that

we saw. These questionnaires indicated a high degree of satisfaction with the service. Comments included: *'excellent care...really happy'* and *'she is caring and supportive of our son'*. There were also a number of thank you cards from families.

The child minder has positive partnerships with parents and the community which maximises the benefits to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following recommendations with the child minder:

- Label storage to assist children in choosing resources;
- display children's artwork and photographs to give a sense of belonging, and
- update the complaints policy to detail how older children can make a complaint.

6. How we undertook this inspection

This was a full inspection, undertaken as part of our normal schedule of inspections. One inspector made two announced visits to the service. As part of the inspection we:

- Observed care practice;
- made a visual check of the areas used for minding;
- considered information available to CIW prior to the inspection;
- took account of feedback provided in three CIW parent questionnaires, and
- looked at a range of documentation.

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	Patricia Turner
Registered maximum number of places	7
Age range of children	0 to 12 years
Opening hours	08:00am to 05:30pm weekdays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 November 2015
Dates of this inspection visits	5 March 2019 and 8 March 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 is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow up strategic guidance for Welsh language in social care.'</i>
Additional Information: Feedback was provided via telephone on 8 March 2019	