



Childcare Inspection Report on

Mair Newell

Cardigan

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Mair Newell has been registered since 2011 and operates from her daughter's home in Cardigan. She works in partnership with another registered child minder, Nicola Newell. She provides care for up to eight children under 12 years when working alone and up to eight children under 12 years when working with Nicola Newell. She works 8am to 5pm Monday and Tuesday alone and works Wednesday to Friday with Nicola Newell. The language of care is both Welsh and English.

Summary of our findings

1. Overall assessment

Children enjoy a wide range of interesting activities. They are happy and well settled and have a strong voice. The children benefit from a child minder who is kind, patient and gentle. The environment is safe, clean and comfortable. The child minder has good administrative skills and her documents and records are well organised.

2. Improvements

New equipment and toys have been purchased such as wooden mathematical games and a pop up green house.

A mud kitchen area has been created in the garden.

3. Requirements and recommendations

We made some recommendations in relation to the statement of purpose and the contracts. These can be found at the end of the report in point 5:2.

1. Well-being

Summary

Children are well settled and have made strong attachments to the child minder. They initiate their own play and enjoy their play experience. They have a strong voice and express themselves confidently. They interact well with the child minder.

Our findings

1.1 To what extent do children have a voice?

Children confidently expressed themselves and know they will be listened to.

Children were constantly making decisions on their actions and activities. They decided what they wanted to play and moved confidently to get the toys they wanted. For example, children happily pushed a Mobilo train full of characters around the living room floor. The child minder offered them another toy to put in their train but the child confidently turned to the child minder and said, "Nan Nan that is not lego and it's not going to fit!" The child then decided they wanted to play cars. They pushed the cars around the road map on the floor. They asked the child minder to join in but later scolded her gently that she was pushing the cars around in the wrong direction. They asked for assistance when needed for example, asking for their snack or if they needed to go to the toilet. Children were confident that their requests would be met with a positive response.

Children have a clear voice.

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

Children are settled and feel at home.

Children were very familiar with routines and the environment. They knew where to find resources and helped themselves. They got out jigsaws and cars as they wanted and got their shoes from the cupboard when it was time to go to school. They chatted happily to the child minder about going to the school fayre and seeing Father Christmas. They relaxed on the sofa whilst having a drink from their beaker. They sang to themselves contentedly whilst playing on the floor. Children approached the child minder for reassurance and cuddles on numerous occasions. They spontaneously hugged the child minder for no apparent reason and gave her a kiss. When it was time to leave for school with the other child minder one child insisted on hugging the child minder goodbye.

Children feel extremely safe and valued.

1.3 How well do children interact?

Children are relaxed in their interactions.

Young children confidently explored their surroundings. Children played with the child minders and shared toys and resources with them. They happily took turns to push the toy Mobilo train around the living room. They played a game of catch with the child

minder and laughed heartily when the disc fell to the floor. The children and child minders played a game of rolling a disc through the child's legs from one child minder to the other. They then changed positions so that everyone could have the opportunity to be in the middle. The children happily took turns in different position in the game they had created.

Children interact successfully.

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

Children enjoy their own interests and initiating their own fun activities.

Children played with cars and raced them around the road map. They then decided that the cars had crashed and needed transporting to the hospital. They used the toy helicopter to transport the cars. They concentrated for some time moving the cars from one area of the mat to another whilst making appropriate car noises. They then initiated a game where they rolled the helicopter landing pad to the child minder. This game developed further when the child minder rolled the disc through the child's legs to the other child minder. The child roared with laughter as he formed a tunnel with his legs for the disc to roll through. One child completed a mathematical puzzle, sorting dominoes into numerical order, and beamed with pride when they completed the puzzle.

Children thoroughly enjoyed their time with the child minder.

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

Children are making good progress and are confident to try new activities.

Children took part in activities that promoted their development. For example, they completed a number jigsaw. They counted each domino part of the jigsaw and placed them in the correct numerical order. They counted the spots in both Welsh and English. They had opportunities to practise their fine motor skills by placing decreasing sized dowelling rods into the correct holes to complete the game. Children attended toddler and playgroups contributing to their social skills. They had access to a garden to practise their gross motor skills and often played in the local park. Young children were able to go to the toilet, wash and dry their hands independently. They placed their used paper towel in the bin provided. They fed themselves with child- sized cutlery at lunchtime and used an open top cup on occasions.

Children are motivated to develop and become independent.

2. Care and Development

Summary

The child minder promotes a healthy lifestyle and is effective at keeping children safe. She manages interactions calmly and leads by example. She is familiar with the individual needs of the children in her care and promotes their independence.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implemented appropriate safety policies and procedures.

The child minder had a good understanding of child protection procedures and had up to date training. She clearly outlined her response if she had concerns. Records were available to evidence regular fire drills. She had up to date paediatric first aid and food hygiene training. She was aware of allergens and had procedures in place to keep each child's food separate. She promoted healthy lifestyles with outdoor play an integral part of the service as well as regular visits to the local park.

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

2.2 How well do practitioners manage interactions?

The child minder is a positive role model for the children.

The child minder was a good role model as she was gentle and patient with the children. She sat on the floor with the children and constantly chatted to them as a level they understood. Children behaved well during our visit. They made requests politely and always thanked the child minder. One child threw the toys into a box as they were tidying up. The child minder patiently and calmly explained that the toys would break when thrown roughly into the box and that they needed to be placed gently into the box. The child reacted positively to the child minder and gently put the toys in the box. The child minder reacted positively to the children for example, when a child was playing a game of catch she said, "Da iawn. Ti yn dal e bob tro!"

The child minder manages behaviour competently.

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 atmosphere and is responsive to the children's individual needs.

The child minder was caring and affectionate with the children in her care. Children's questionnaires confirmed this. For example, one response included, "I can tell Nan Nan if I have a problem." The child minder knew the children well and responded to their needs. She collected information regarding children's likes and dislikes prior to them starting at her service. She wiped children's noses and encouraged them to wipe their own noses. She spoke confidently about the preferences and routines of the children in her care. For example, she knew some children would want to watch

television after coming home from school whilst another child would want to play in the garden. She plans monthly activities with the children such as designing t-shirts or cooking Welsh cakes. She informed parents of their children's milestones, activities and achievements in the children's daily diaries.

The child minder effectively promotes children's play and development and meets their individual needs.

3. Environment

Summary

The child minder ensures the premises are safe, clean and suitable for children. She uses the kitchen and living room to look after children. Children have access to an enclosed outside garden.

Our findings

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

The child minder keeps the premises safe, clean and tidy.

The premises were secure as the front door was kept locked and the garden was fully enclosed. The child minder actively kept a record of all visitors. Premises were clean, comfortable and well maintained. Confirmation was found in parental questionnaires stating for example, "house always clean and tidy." The child minder had carried out basic risk assessments on the areas used by the children. She had carried out thorough risk assessments on educational visits and bus journeys. Safety equipment was in place such as safety gates. Monthly fire drills were recorded. Smoke and carbon monoxide alarms were checked regularly. Fire equipment such as fire blanket and fire extinguisher were located in the kitchen. Installation of a new boiler was carried out October 2018. Cleaning equipment was kept in a locked cupboard in the kitchen that the children had no access to.

The child minder operates thorough procedures to keep the environment safe.

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

The premises are welcoming and well maintained.

There was sufficient space and facilities on the premises and the children could easily access the toys and resources. Children's work was displayed in the kitchen such as colourings, paintings, chalk drawings and glitter pictures. An adult sized table was used for the children to colour, carry out craft activities and eat lunch. A small toilet seat and step were available for the children to access the toilet and sink. Children dried their hands with paper towels. The children had access to an enclosed garden. They did not play in the garden during our visit however, there was suitable equipment, such as trampoline, swing and small mud kitchen area for the children to play.

The environment is well suited to children.

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

The child minder ensures that children have access to suitable equipment and resources.

Toys were clean and in good condition. The living room contained a wide range of resources to suit all age ranges and easily accessed by children. These toys included

for example, books, jigsaws, dinosaurs, dolls and prams. There were plenty of materials available for craft activities such as paint, glitter and glue. Equipment such as changing mats and steps were in good condition. The outside area had a selection of equipment and resources, which were in good condition and suitable for children to play with such as ride on vehicles, bikes, scooters, pop up tent and balls.

The child minder consistently ensures that the resources and equipment are of good quality.

Leadership and Management

Summary

The child minder clearly enjoys looking after children. She maintains the required records and documents and has good organisational skills. She has good partnerships with parents.

Our findings

4.1 How effective is leadership?

The child minder complies with the child minding and day care (Wales) regulations 2010 and meets the national minimum standards for regulated childcare for children up to the age of 12 years.

The statement of purpose contains most of the information needed however, as the child minder works in partnership with another child minder the statement of purpose needs to state clearly who looks after the children on specific days and times. The parental questionnaires confirmed that they were happy with the information they received regarding the service. All required records and documentation were in place and well organised. The child minder obtained all necessary forms from parents such as personal information, contracts and signatures on accident and incident forms. The child minder had numerous policies and procedures in place that focused on meeting the children's needs, such as child protection and positive behaviour policy. She had devised a new information technology policy and all weather play policy.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place for reviewing her service and values feedback from parents and children.

The child minder issued questionnaires to parents and children asking for their feedback on her service. Feedback from parents and children were very positive with comments such as, "second home to my children" and "I like painting and playing in the garden." The quality of care noted improvements such as purchasing a pop up green house in order to grow vegetables and purchasing new mathematical games. The child minder secured the views of children on a regular basis and responded to their views and requests. For example, children planned monthly activities they would like to take part. Requests included visits to the beach, library and the cinema as well as Christmas craft activities. The child minder had purchased Christmas craft materials.

The child minder actively evaluates her service.

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

The child minder had appropriate childcare experience and qualifications.

The child minder had up to date training on safeguarding, paediatric first aid and food hygiene. She had a valid public liability insurance certificate. She had a current Disclosure and Barring Service (DBS) certificate in place.

The child minder is well organised in the management of her business.

4.4 How effective are partnerships?

The child minder works closely with parents, another child minder and attends toddler groups in the community.

The child minder had a positive working relationship with parents and provided a daily diary of events for the children. The child minder worked alongside another child minder and shared good practise. She took the children regularly to toddler group ensuring the children remain part of the community. She liaised with the local school passing on letters and information to the parents. Confirmation of this was found in the daily diaries. During school holidays the child minder and the other child minder she works alongside, take the children on educational visits.

The child minder has a positive partnership with parents and the wider community.

4. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that it is clearly stated in the statement of purpose and in the contracts which child minder cares for the children on specific days.

5. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to confirm availability.

One inspector visited the service on the 5 December 2018 for a total of 4 hours. Feedback was given over the phone at a later date. We

- inspected a sample of documents and policies; observed care practices and
- spoke to children and the child minders.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Child Minder
Registered Person	Mair Newell
Registered maximum number of places	8
Age range of children	0-12 years
Opening hours	Monday to Friday 8am to 5pm
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	14 August 2015
Dates of this inspection visit(s)	05 December 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?	Yes. This is a service that provides an "Active Offer" of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	