

Childcare Inspection Report on

Sian Humphreys

Tonypandy



Date of Publication

3 December 2018

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Description of the service

Sian Humphreys is registered to care for up to seven children from her home in Ton Pentre, Tonypany where she lives with her husband and family. Children up to the age of 12 years can attend the service which is open from 6:00 to 19:00 from Monday to Friday.

The house is a terraced property which is close to the local primary school. The main language of the service is English with some incidental Welsh promoted. Bilingual paperwork is available on request.

Summary of our findings

1. Overall assessment

Children who attend the service are happy, content and enjoy the time they spend there and the variety of activities provided. The child minder responds to the children's needs and requirements and an affectionate relationship has developed between them. The child minder is very experienced and is well motivated and determined to make a difference to children's lives. The care provided is homely and welcoming.

2. Improvements

The child minder has booked a Child Protection course to update her knowledge as recommended in a previous inspection.

3. Requirements and recommendations

We found that a person over the age of 16 who lives on the premises did not have an up to date Disclosure and Barring Service (DBS) check as required by regulations. However, the child minder has taken action to address this matter.

Furthermore, we recommended that the child minder records daily safety checks of toys and resources.

1. Well-being

Summary

Children are happy, confident and settled and they enjoy their time with the childminder. They feel content in their surroundings and this promotes their development and helps to build their confidence. The children have developed a close relationship with the child minder and their individual needs are met.

Our findings

1.1 To what extent do children have a voice?

Children have the opportunity to express what they would like to do and are listened to.

At present, the children who attend this service do so before and after school. Children who attend both sessions are asked what they would like to play with later in the afternoon, and those toys and resources had been set out in readiness for them. Other activities were readily available for children also and they could change activity if and when they wanted to. Children were given a degree of choice during snack time, firstly being asked if they were ready for tea and then were offered fruit, yoghurt or both. Children who arrived later after attending after school clubs were given a choice of activities. Children were encouraged to communicate and express their needs.

The children receive sufficient opportunities to express themselves, and the care they receive reflects a childminder who takes a keen interest in their responses.

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

The children are happy and content with the childminder and they are confident as they know the service well.

Children have a warm relationship with the child minder and settle well in the homely and welcoming atmosphere created by the child minder. This enables the children to cope well with the absence of their parents. Children were happy to chat with us and show us different toys they were playing with. Children received cuddles when needed and were at ease with the child minder. The child minder was playing on the floor with the children and chatting with them about their families and home life which further developed the relationship between them.

Children feel safe and happy in an environment where they feel valued.

1.3 How well do children interact?

Children are learning to control their behaviour and emotions, co-operate and take turns and are confident to communicate with others.

Children were given constant praise and encouragement and they responded well to this. We saw children sharing resources and taking turns when playing. This was encouraged and supported by the child minder who praised their efforts. An interactive toy was very popular and it was shared equally with all the children who each had an opportunity to play with it. Snack time was a sociable event; children had lively conversations around the table and sat appropriately together when eating their meal. There were ample opportunities for them to build friendships with their peers and the children enjoyed playing and chatting together.

Children interact well and are aware of their responsibility to cooperate and share.

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

Children enjoy stimulating opportunities to play and learn. They are engaged in a variety of activities they have freely chosen.

We saw the younger children playing with dolls when they came home, creating different scenarios for their play. We saw them bathing dolls before putting them to bed, dolls going to see the doctor when they were ill and so on. We also saw children playing card games and other puzzles. Children were encouraged to repeat words to improve diction and language skills. We heard the children having a lovely conversation about nature on the way home from school, which encouraged them to observe the changes of the seasons. The children's curiosity and eagerness to learn were well met by the child minder as they noticed the fruit growing on trees, and then they counted the apples and thought about why there were less on the tree than the day before.

Children enjoy a good balance of play and learning opportunities.

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

Children receive stimulating opportunities to develop, play, and become independent.

Toys that children had requested were already set out before their arrival, however children could access some resources and toys independently. They were given ample opportunities to become independent in their play and also in their development as they played games and completed puzzles independently. The children all ate independently during snack time and were also encouraged to be responsible by clearing their plates and placing empty yoghurt cartons in the bin. The children used the toilet independently.

The children receive good opportunities to learn and develop their self-help skills.

2. Care and Development

Summary

The child minder keeps children safe. She has built a warm and loving relationship with the children in her care and has created a homely and caring atmosphere. Children's development is promoted and the child minder demonstrates a good understanding of key policies and procedures.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder follows many procedures to ensure the children's safety and health.

We witnessed effective housekeeping practices and a very organised setting where appropriate safety measures are implemented and children's health needs are met. We saw that there were high standards of housekeeping in all the areas accessed by the children. The child minder understood safeguarding and knew the process to follow should she have concerns about a child. She has booked to attend a course to update her knowledge and understanding of safeguarding issues. The child minder holds monthly fire drills and fire alarm checks, which are recorded. Children's attendance is recorded in the child minder's diary and to further maintain their safety the front door is kept locked. Appropriate infection control measures were implemented in relation to handwashing and individual towels were provided for children to reduce the risk of cross infection. The child minder also gives parents information about her health and sickness policy and procedures. Children were provided with healthy snacks.

The child minder succeeds in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is involved in the children's play and interactions, but also gives children opportunities to develop these skills independently.

Children were encouraged to display acceptable behaviour and consider the needs of others. The child minder reminded children to share and to be polite and kind to others. She modelled good behaviour by thanking children and speaking to them in a kindly manner. Acceptable behaviour was encouraged and a new behaviour strategy has been implemented. We saw this strategy in action; which was a time out approach and the child minder told us that she would be evaluating the effectiveness of this new strategy.

The child minder has set behaviour boundaries successfully which enables her to manage interactions effectively.

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

The child minder knows the children well and provides a motivating environment where each child can develop at their individual pace.

At present the only children attending this service do so before and after school and the child minder planned and discussed activities with children in the morning so that appropriate resources were set out in readiness in the afternoon. The child minder told us that this had been an improvement to the service. We were told that when children attend full time the child minder planned activities and individual learning plans for children, and we saw examples of this. The child minder chats constantly with the children, asking questions to encourage language development. A lovely relationship had been nurtured between the childminder and the children in her care. The atmosphere was very homely and the children received loving care and were made to feel like part of the family. The child minder chatted with the children about their families and took great pleasure in getting to know them and further developed the relationship between them. The care provided was child led and individual needs were addressed, for example; when older children arrived after school clubs a different range of puzzles and games were set out.

The childminder is successful in providing a range of activities to promote children's development, and she responds to individual needs effectively.

3. Environment

Summary

The childminder provides a safe environment from suitable rooms in her house. The home provides sufficient space for children to play and it is clean, welcoming and homely

Our findings

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

Safety procedures are practiced to ensure that the children receive care in an environment that is safe and clean.

The house was secure as the front door was kept locked. The childminder is aware of the dangers when too many toys and games are on the floor and reminds the children to tidy up and put away at regular intervals. The child minder had provided a detailed and up to date risk assessment, and we saw evidence that action plans were implemented and revised regularly.

The childminder provides an environment that is safe.

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

The childminder provides a good quality environment for the children. There is sufficient space and ample resources to meet individual needs.

This was a welcoming home and the play area in the lounge provides the children with sufficient space to play freely. It was large, light and airy where children can play, learn and satisfy their curiosity in the knowledge that they are safe. The toys are kept in a cupboard and after planning with children, the child minder knows which toys and resources to set out every afternoon. Puzzles and games are kept in a cupboard in the lounge which is accessible to children. Children are able to access the toilet facility freely and independently. Children are able to do any craft work if they choose at the kitchen table.

The child minder has successfully provided a welcoming and fun environment for the children in her care.

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

The child minder provides a good range of suitable quality resources and equipment which enable her to meet individual needs.

The child minder is very aware of age and development appropriate toys and puzzles and sets adequate resources out for children to help themselves. We were told that the child minder conducts safety checks of resources daily as she sets up and puts away. This is not recorded, but the child minder records breakages and replacement of toys and resources in her diary. Some of the toys reflect the attention given to multi cultures.

The childminder provides varied and motivating resources of a high quality.

4. Leadership and Management

Summary

The child minder manages her service appropriately. She manages her time and training needs effectively to improve and develop the service she offers to parents and children.

Our findings

4.1 How effective is leadership?

The child minder ensures that she runs her service in an effective manner and records and documents are maintained to a good standard.

The child minder was familiar with policies and procedures and these were incorporated in her daily practices. The childminder had an up to date statement of purpose which she gives to parents as part of an information pack. The statement of purpose is regularly updated and we saw evidence to support this. The child minder attends training on a regular basis to ensure that she was well informed and up to date with current procedures. We saw children's contract files and found that they contain necessary information and are kept to be up to date.

The child minder has met most of the requirements of national standards and her paperwork is kept in an orderly fashion.

4.2 How effective is self evaluation and planning for improvement?

The child minder has self-evaluation procedures in place and is able to plan improvements to the service when needed.

She has monitored and reviewed her service to plan for improvements and she had completed an annual review of quality of care report. As part of this process she has consulted with parents and children and we saw that both parents and children were positive and complimentary about the service. The CM told us that she evaluates her service to measure the success of any changes and identifies improvements required to move her service forward.

The child minder practices self- evaluation procedures and plans her provision accordingly.

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

The child minder is very professional and manages resources well. She is happy in her work and certain of her duties.

The childminder takes her responsibilities seriously. She is self-disciplined and manages her time and resources effectively. We saw that both the child minder and her husband had up to date DBS checks, but a person who has reached the age of 16 and who lives on the premises did not have a DBS certificate as required by

regulations. However, the child minder has contacted CIW and this process is underway.

Overall, the child minder manages her time and resources appropriately.

4.4 How effective are partnerships?

There is an effective relationship between the child minder and the parents, with regular communication pathways for the benefit of the children.

The child minder has built strong relationships with parents who use her service. She has improved observation and development records to better inform parents about their children's development. She consults with parents regularly via questionnaires to ascertain their views and the questionnaires we viewed showed that parents are very happy with the service. We also spoke to one parent who was very complimentary about the service offered by the child minder.

The child minder has developed positive links with parents who use her service

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Record daily safety checks of resources and toys and
- ensure that DBS checks for all persons who have reached the age of 16 and who live on the premises are completed in a timely manner.

6. How we undertook this inspection

This was an unannounced visit. However, the child minder had been contacted beforehand for information on her availability. The inspection took place on Tuesday 9 October 2018 from 12:50 to 17:50. A feedback session was included in this time. We observed activities indoors. Also:

- We looked at information already held by CIW including previous inspection reports the statement of purpose and the last annual review of quality of care report;;
- we looked at a wide range of documents including policies, records and children's files;
- we observed activities during the inspection and
- we spoke at length with the childminder and we spoke to one parent

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	Sian Humphreys	
Registered maximum number of places	7	
Age range of children	Up to 12 years	
Opening hours	6:00 – 18:00 Monday to Friday	18:00 – 20:30 Monday and Thursday
Operating Language of the service	English	
Date of previous Care Inspectorate Wales inspection	8 March 2016	
Dates of this inspection visit(s)	9 October 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 that is working towards providing an 'Active Offer' of the Welsh language by promoting some use of the Welsh language and culture.	
Additional Information:		