



Childcare Inspection Report on

Susan Robinson

Barry



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Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to care for up to ten children aged under 12 years. Care is provided from her home in the Pencoedtre area of Barry, which she shares with her husband and two children. The service is delivered through the English language with incidental Welsh used during activities.

Summary of our findings

1. Overall assessment

Overall, we found that children experience a good standard of care. They are very happy and settled at the service. They have a strong voice and their choices and preferences are respected. They are confident to move freely around the child minding areas, express their feelings and ask for help. They are cared for by a motivated and committed child minder who promotes their well-being effectively. Children benefit from a safe and relaxed environment that encourages them to make independent choices and promotes their play, learning and development. Leadership and management of the service is generally good and the child minder is receptive to advice and committed to making any necessary changes to improve her service. The child minder works closely with parents and is developing relationships with the children's school to ensure they are very well supported.

2. Improvements

The last inspection report recommended that the child minder review policies and procedures referencing CIW's correct contact details and attend a first aid course specifically relating to children. The child minder has acted on these recommendations and made improvements in these areas.

Since the last inspection, the child minder has reviewed her service regarding the General Data Protection Regulations (GDPR). She has also completed a Level 3 Play work qualification to support her in the care and play development of older children attending her service. She has renovated the downstairs toilet and moved the playroom to a different room. This allows children to access it easier and she can provide more direct supervision from the lounge and kitchen.

During this inspection, the child minder made improvements to a number of policies and procedures including: the safeguarding policy, which has been updated to include the Prevent duty (This is a government strategy regarding extremism and radicalisation); the medication policy regarding non-prescribed medication; and the confidentiality policy to include GDPR. The child minder has also considered whether she is required to register with the Information Commissioner's Office and expanded fire drill record information.

The child minder was late undertaking her quality of service review for 2018. She was aware of the need to do it annually and had taken steps to start the process. This has been

completed and a comprehensive report of her review completed with planned areas for improvements identified.

3. Requirements and recommendations

The child minder should strengthen activity planning, expand the complaint procedure and draw up a policy to make it clear how mobile phones and electronic equipment is used safely at the service.

1. Well-being

Summary

Children enjoy their time with the child minder enormously. They speak and express themselves confidently and actively make choices about their play. Children are happy and feel safe through strong emotional attachments with the child minder and her family. They interact well with their friends and make good progress in all aspects of their learning. They are able to enjoy a good variety of activities, which promote their development successfully.

Our findings

1.1 To what extent do children have a voice?

Children communicate their needs in a variety of ways. We heard children point and actively voice their needs using different tones during their play. When children wanted to play with some different toys, they went to the playroom and got what they wanted. They could adapt their games in line with their wishes and the child minder happily followed their lead. At tea time older children sat where they wanted at the table and were able to choose from a healthy selection of food offered. Older children told us that they could ask for activities and the child minder would provide it. We heard two children ask for a hoopla game and they were given it. Children have built up very nurturing relationships with the child minder and her family. This helps them feel secure and settled, and confident to express their views and make their own decisions.

Children have a strong voice.

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

Children are very settled and comfortable in the child minder's care. We observed children smiling and constantly 'chatting' with the child minder and each other, as they played and ate their tea. They were clearly relaxed, happy and safe in her care. Younger children approached her for cuddles and support, whilst older children told us they enjoyed the opportunity to play and chat with the friends they had made at the service. They were able to talk with the child minder about their family and school day and were confident that she knew them well. They are familiar with the routine for the day and understand what the child minder expects of them, which promotes their sense of security. They have places to put their belongings and we saw them put items in their draws ready to take home.

Children are very settled and they feel secure and safe at the child minders.

1.3 How well do children interact?

Younger children are beginning to understand their feelings and learning how to interact appropriately with others. We saw a child respond positively to frequent praise and

encouragement such as sharing buckets and spades in the sand tray with the child minder. Older children negotiated about what they wanted to do and some played games with each other such as unicorn hoopla while others helped each other build models from small bricks. Children clearly knew the expectations regarding behaviour and this created a calm and happy environment.

Children interact very positively.

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

Children enjoy a good variety of activities at the child minder's home and out and about in the community. Children were busy and engaged positively in play and activities they enjoyed or that interested them. One child spent a relatively long period building a model of small bricks, clearly pleased with the finished product. A younger child smiled as they played with the sand outside and laughed as they were supported to bounce on a ball. Children were animated and interested in the activities available. Older children expressed how much they enjoyed the arts and crafts activities and trips to the park.

Children enjoy their play and learning very much.

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

Children's' all round development is promoted. They are very confident and keen to follow their interests. Their individual needs and developmental requirements are very well understood by the child minder. This means they are able to enjoy relevant, interesting and age appropriate activities, which help them, learn through their play. They are encouraged to develop their independence through activities appropriate to their age and stage of development but well supported if they need it. For example, younger children are learning to wash their hands and put on their coats independently. They are able to develop their social skills through their very positive interactions with the child minder, her family, as well as other minded children with whom they have developed friendships.

Children are able to enjoy a wide range of well-planned and varied activities, which help develop their skills and independence successfully.

2. Care and Development

Summary

The child minder has good systems and procedures in place to ensure that she can offer a safe, interesting and valuable service to children in her care. She is confident and competent in her role as a child minder and has attended all required training to support her in this role. She effectively assesses children's needs to enable them to grow and reach their full potential. Children are developing well with the support of a skilled child minder.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There are good systems in place to promote the health and safety of children. The child minder understands her responsibility to protect children and she has updated her safeguarding policy to include reference to the Prevent duty. Discussion evidenced that she is clear about her duty to refer any concerns relating to the welfare of a child to the appropriate authority and keep records of any concerns. The child minder had not fully considered how children might use mobile phones or electronic equipment at the service. She agreed that, as children are attending of an older age, this needs to be made clear. The child minder provides drinks, fresh fruit and snacks. These support children to develop healthy eating habits. She has also started an initiative with the children to encourage them to drink more water. She introduced this clearly and the children discussed it at tea. She told us that she was clear regarding handling allergies and has established processes to ensure food is provided for children safely. There is a system in place to record accidents and incidents. The child minder demonstrated that accidents are evaluated and appropriate action taken to minimise risks. The child minder has a current first aid certificate and she has completed online food hygiene and child protection training.

The child minder keeps children in her care safe and healthy because of her knowledge and procedures in place.

2.2 How well do practitioners manage interactions?

The child minder understands child development, how this affects children's behaviour and she supports children in a positive manner to promote their social development. There is a clear behaviour management policy in place and the child minder described the positive behaviour management strategies she uses to promote children's welfare. We saw that she took into account the age and developmental stage of children well when managing interactions. Older children were allowed space to discuss their day at school and offered positive alternatives to any negative comments. They behaved very naturally with each other and offered support to each other during their play. The child minder spoke kindly and respectfully to the minded children and there was an informal and relaxed atmosphere in the home.

The child minder manages interactions well.

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

The child minder provides care that is child centred and meets children's individual needs, as she knows the children well. We heard her consistently chatting to the younger child, explaining what she was doing and checking their understanding as they went along. For example, when playing in the sand tray they talked about different colour spades, buckets, and the consistency of the sand. The child minder provides a variety of enjoyable play and learning opportunities, both indoors and outside to promote children's all-round development. There was good eye contact and questioning to help understand what the child wanted or needed. This supported children to engage and expand their thinking and learning skills. The child minder has a basic system in place to track children's development but activity planning is not linked to planning the next steps for their development. The child minder was aware that this area of practice needed strengthening. The child minder told us that she provides activities to develop children's understanding of other cultures. This includes celebrating festivals such as Diwali and Chinese New Year. The Welsh culture is also celebrated and we heard some Welsh language used by the child minder.

The child minder promotes children's individual needs appropriately.

3. Environment

Summary

The child minder's home is clean and well maintained. Children have use of a large lounge, playroom, small kitchen and downstairs toilet that provides plenty of space for children to play. A rear garden provides good facilities for children to play outdoors on a regular basis. Good attention is given to safety and security.

Our findings

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

The child minder spoke knowledgeably about safety matters. There are some safety precautions in place such as a stair gate. A fire blanket is located on the wall in the kitchen and some cupboards have locks on them to prevent children's unsupervised access. The premise is secure with the doors locked and keys located in a safe place nearby. A record of visitors is maintained. Risk assessments evidence how safety matters are identified and addressed and these are reviewed regularly. The child minder pays good attention to hygiene matters and completes the Infection Prevention Control Audit tool to support her with managing these processes. We saw the child minder promote good hygiene practices such as hand washing. She has registered her service with the Environmental Health Department and has met recommendations made by them following their inspection of her service in 2017.

The child minder has good systems in place to ensure children are safe.

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

The home is clean, bright and welcoming. She has modified her home to ensure that it is suitable and meets the needs of the children she currently cares for. Only the downstairs areas are used. The large lounge is adapted for play and sleep purposes with a travel cot available. There is a playroom that children access freely to choose toys and to play. The child minder has recently relocated the playroom to a room nearer the lounge and kitchen to allow her to have the ability to supervise all areas more effectively. Comfortable settees provide facilities for children to relax. The kitchen is small and space is limited but an extending table provides children with opportunities to eat food together. Externally, there is a large driveway to the front of the property that allows the child minder to put children in and out of her vehicle safely. The back garden is clean and well maintained and provides good opportunities for children to easily access fresh air and exercise without leaving the premises.

The child minder ensures that the environment provides very good facilities for the children cared for.

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

The child minder provides children with good quality, developmentally appropriate play and learning resources and equipment to meet their needs. Toys are stored on shelves and in boxes and tubs on the floor. Most are easily accessible, with care taken to ensure younger children cannot access inappropriate items. There were some resources to promote the Welsh language and multicultural play. We saw there was suitable equipment to support the child minder's care of the children. These included a travel cot, car seats, pushchair, high chair and nappy changing facilities. The child minder told us that she regularly cleans the toys and equipment, discarding anything that is broken at once. There were some toys in the outside area that were used in all weather, including a wooden playhouse. We saw that there were a number of other toys in storage boxes in the garden, which are brought out as needed. This included a sand box and equipment that we saw used on the day of the inspection.

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

4. Leadership and Management

Summary

The child minder is motivated and open to new developments as a means of promoting positive outcomes for children and their families. She has good organisational skills and maintains required records and documentation well. Although most policies and procedures are well written, the complaints policy could be strengthened. The child minder has developed very good relationships with parents.

Our findings

4.1 How effective is leadership?

The child minder has a vision for the service and this is shared in her Statement of Purpose. She has good understanding of current best practice relevant to her service. She has reviewed policies and procedures to reflect changes to legislation such as the General Data Protection Regulations (GDPR). A variety of relevant policies and procedures are in place and we saw that parents are provided with this information prior to their children starting, to enable them to make an informed choice about using the service. We saw that most documentation is reviewed regularly. We looked at a sample of records including children's contracts, which contained relevant information and registers were fully completed.

Leadership of this service is good.

4.2 How effective is self evaluation and planning for improvement?

Self-evaluation systems are in place and the child minder has established methods for consulting with parents and gathering feedback from children. However, the child minder had been late starting her annual review for 2018. This was discussed and during the inspection process the review and report was completed. It was comprehensive and included clear improvements that the child minder had identified. The child minder completes self-evaluation information for CIW as requested. The child minder told us that she uses the CIW website and her umbrella support group if she has any queries and to keep up to date with any changes. A complaint policy is in place, but this does not clearly outline how any complaints raised by children would be addressed.

Overall, the child minder effectively evaluates her service.

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

The child minder works alone and manages her time appropriately. She has contingency plans in place to cover her in the event of an emergency that are discussed and agreed with parents. The child minder told us that she ensures that resources are available to

facilitate planned activities and we saw that she was organised and had planned the activities well on the days we visited. All adults living at the home have a valid Disclosure and Barring Service (DBS) check to confirm their suitability. The child minder is aware of the mandatory training requirements, all of which have been completed. She has also completed a Level 3 course in Play work, extending her skills and knowledge further.

The child minder manages her time and resources well.

4.4 How effective are partnerships?

Effective partnerships with parents have been established which are mutually respectful. The child minder speaks to parents daily regarding their child's care. Parents whose children attend all day receive written diaries. Questionnaires from parents confirmed that they strongly agreed or agreed that they were well informed regarding their child's progress. The child minder has established links with the local primary school and childcare settings, where she often collects children. She makes good use of local facilities and play spaces, which develops a sense of ownership in the community.

The child minder understands the importance of working in partnership and these are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Activity planning should be strengthened and linked to planning the next steps for children's development;
- the complaint procedure should be reviewed to make it clear how children can make a complaint regarding their care; and
- the child minder should draw up a policy outlining how mobile phones and electronic equipment are used safely.

6. How we undertook this inspection

This was a full inspection, undertaken as part of our normal schedule of inspections:

- One inspector completed two visits to the service
- we reviewed information held by CIW;
- observations were carried out indoors and in the garden to capture evidence of the minded children's engagement and the care provided;
- we spoke with children attending the service;
- we undertook a visual inspection of the premises;
- we looked at a range of records including children's contracts, statement of purpose, several policies and procedures and a quality of care report;
- we considered information received from parents in questionnaires received by CIW;
- we had discussions with the child minder and provided feedback to the child minder at the end of the inspection visit; and
- we considered information provided to CIW from the child minder during the course of the inspection.

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
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Registered Person	Susan Robinson
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	8am to 5.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 April 2015
Dates of this inspection visits	26 February 2019 and 4 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. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.
Additional Information: None	