



Childcare Inspection Report on

Gaynor James

Pontypridd



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Description of the service

Mrs Gaynor James is a well-established child minder who has been providing care from her home in Pontypridd since January 2012. She provides care for up to ten children up to 12 years of age and operates Monday to Friday between the hours of 7am – 6pm. The service although provided in English takes opportunities to include the Welsh language through rhyme, numbers, colours and song. However, the child minder is unable to provide the Welsh language Active offer.

Summary of our findings

1. Overall assessment

Children using the service are happy, listened to and cared for by a competent, patient and enthusiastic child minder. Children enjoy attending the service and are happy. We found that children enjoy a good range of activities and experiences. The environment is very spacious, bright, clean, and stimulating with two dedicated play areas. The child minder had an organised approach to her paperwork and maintained most of the required records. Her core training was up to date.

2. Improvements

Improvements to the garden undertaken during last summer provide an enhanced space for children's play and enjoyment.

3. Requirements and recommendations

We made three recommendations under the care and development theme and leadership and management theme.

1. Well-being

Summary

We found that children are listened to, valued and are encouraged to develop independence. Children experience warmth and kindness, are stimulated and motivated to play with a range of resources.

Our findings

1.1 To what extent do children have a voice?

Children make appropriate choices, are listened to and are encouraged to speak and express themselves.

We heard children speak confidently and make their views known even non-verbally. For example, when asked if they were ready for a snack, they said yes and ran to the cloakroom to wash their hands. The children were decisive when making choices about what they wished to do and it was clear they knew that their requests within reason would be met. One child asked to play with the dinosaur figures and happily played alone whilst another played with the toy grocery store and bought us fruit to eat. Children were very confident in the surroundings, running between the various rooms and aware of their responsibility to look after toys. We witnessed a conversation about putting some toys away, one of the children quickly said 'I will help' and smiled at the praise they received. There was a very wide range of resources available to children and children made appropriate choices and enjoyed their play.

Children express their opinions confidently and decide what they want to do

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

Children feel safe and relaxed and know that their feelings and concerns are taken into account.

The children present were relaxed and at ease with the child minder and confidently approached her for help and support. We saw children chatting and giggling with the child minder about their play, enjoying role play in the grocery store, and playing with construction toys and dinosaurs. Children played in the kitchen/ diner with the

child minder building a tower in the construction area and played with the kitchen and pots and pans. Children responded well to praise when showing us the Valentines cards and crafts they had made to take home.

Children are very settled, happy and relaxed and have formed bonds of affection with the child minder.

1.3 How well do children interact?

Children understand their feelings and emotions and are learning how to express them appropriately.

The children played independently as well as with the child minder. The children chatted and babbled happily during play and during general discussions whilst sitting at the table and in the high chair having their lunch. The children were absorbed in play with dinosaurs, construction blocks, jigsaw and role-play in the grocery shop; they were engrossed in their play and confidently showed us what they were doing. The children were co-operative and were beginning to learn good manners, trying to say please and thank you to the child minder for their meal and drinks.

Children's behaviour and interaction is very positive.

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

Children sustain interest for age appropriate amounts of time and are able to move freely between activities.

We saw the children taking part in a variety of activities including imaginative play with the toy kitchen and grocery shop, playing with soft toys, pushing dolls in the prams and playing with dinosaurs. Children were involved in choosing the activities and we saw them able to sustain their interest for a reasonable amount of time. The children enjoyed doing some craft work with the child minder and excitedly showed us their Valentines cards. When they tired of an activity they freely and independently chose something else to do from the wide variety of toys, books and crafts that were accessible to them in the playroom.

Children enjoyed their activities and play.

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

Children have a good variety of experiences, which promotes their all-round development.

The children showed some independence during our visit, telling the child minder they need to use the toilet, and washing their hands with minimal prompting. One child sat independently at the child height dining table and fed themselves their lunch whilst younger child sat in a high chair and was helped where necessary by the child minder. We saw the children were at ease in the premises and that they confidently went from the playroom to the kitchen/diner and downstairs cloakroom to use the toilet and wash their hands before lunch. Running around the home developed their gross motor skills and the craft activity developed their fine motor skills Children went regularly to local playgroups and soft play areas where they made friends with other children, which promoted their social skills.

Children have good opportunities to develop independence skills

2. Care and Development

Summary

Children are safe and cared for by a caring and patient child minder. She is qualified having attained a Cache Level 3 qualification in home based childcare. She has a good knowledge of child development and ensures regular discussions between herself and parents.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes children's health and well-being.

The child minder has policies and procedures in place, which help to ensure children, are safe including a safeguarding policy. She last completed training in safeguarding in August 2018 and clearly understood her role in relation to the protection of children. She has attended training on the 'Prevent' strategy, which protects children from the dangers of radicalisation and extremism; however, she had not incorporated this learning into a policy. She had a detailed IT policy but this did not include any information on the use of social media.

The child minder has accident records available and they were well recorded and included parent's signatures, as did medication records. She had a current first aid certificate and there was consent in place for emergency medical treatment, excursions, photographs, transport, sun cream and all outdoor toys. The house was secure from unauthorised access as the doors were locked at all times and all visitors signed a visitor's book.

The child minder prepares home cooked meals taking into account the children's wishes and dietary needs. She told us that healthy snacks and drinks are offered and we saw children sit happily at the child height table and chairs in the kitchen enjoying their lunch. Highchairs were available for infants. Children enjoyed their lunch of a roast dinner, the child minder encouraging them to finish when they were losing interest and reminding them to stay sitting in their seats until they had finished. She held a valid Food Hygiene qualification. She told us that she ensures that the children have plenty of fresh air and physical activity by taking them on regular walks, visits to the park and outings to the local soft play areas and playgroups.

Children are kept safe and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder is a good role model in her interactions with the children.

The child minder was calm and patient with the children throughout the inspection and recognised and intervened when children were not sharing. She suggested that they have some quieter time by doing a craft activity and the children agreed readily to this and were excited to complete their Valentines crafts, proudly showing us the finished result. There is a behaviour management policy in place, which parents had signed their agreement too. The child minder took her role seriously and placed great importance on children learning good social skills and behaviour and we heard her remind children to say please and thank you.

The child minder's experience enables her to manage behaviour consistently and effectively.

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

The child minder meets individual needs well and responds to prompts from children.

Interactions showed that the child minder knew the children well and that they were well cared for, for example, she knew when children were ready for a snack or were getting bored with an activity. She had written records of individual likes/dislikes and routines. Developmental records on the pre-school children she currently cared for were comprehensive and shared with parents. The child minder shared photographs of children enjoying activities both in her home and out on trips with parents. She also kept a photo journal for each child, which was given to the family when children left. She ensured that children were involved within the community by organising walks to the local shops, parks, soft play and toddler groups. We heard the child minder using incidental Welsh, encouraging children's understanding of numbers and colours. Although she does not provide the Welsh language active offer Welsh was used frequently during our visit. She had displayed pictures and posters on walls bilingually and used every opportunity to use the Welsh language. The child minder understands the importance of diversity and offers children opportunities to celebrate cultural festivals and events such as Chinese New Year

and Remembrance Day. This gives children an understanding of the world around them, and a greater awareness of different cultures.

Overall, it was evident that she knows the children well and can meet their needs.

3. Environment

Summary

Children are cared for in a house, which is very spacious, safe and stimulating. There is a dedicated playroom, and a large kitchen/dining room set up with role-play areas for children's use. The playroom contains an extensive range of toys and other resources including toys for babies and infants. There is a tiered garden with a good range of outdoor toys and a playhouse.

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 child minder ensured that the premises were clean, well decorated, comfortable and well maintained. We saw smoke alarms and a fire blanket in place. Smoke alarms were tested monthly and the last fire drill took place on 28 January 2019. The gas boiler was serviced on 26 November 2018. The house was on a number of levels and there were a number of safety gates in situ to prevent children from accessing certain areas of the home..

Only the ground floor of the house was used for child minding purposes. The child minder kept the doors locked and we were asked for our identification badge on arrival. The child minder had a risk assessment policy, and daily checks of the environment were carried out before children arrived. All areas of the child minder's house to which children had access were clean and well maintained.

The child minder has effective risk management procedures in place to keep children safe.

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

The child minder keeps the premises secure and clean. She provides a good environment for play, which is well maintained.

The child minder provides a warm, welcoming environment, which is clean, bright and cheerful. The playroom has a window overlooking the front garden and woodlands providing a good deal of natural light. There were bright and cheerful posters displayed

indicating that the current theme was 'transport'. There was a comfortable sofa for children to relax on in the playroom and where they could enjoy a TV programme.

The playroom contains an extensive assortment of easily accessible resources for the whole age range of children. In the kitchen /dining room, there was a large child height dining table and chairs where children enjoyed their meals and messy play. There were role play areas set up in this room with a large play kitchen and a construction area. We saw in the cloakroom that children had access to a stool, potty, trainer seat, liquid soap and individual hand towels.

The child minder provides a stimulating, spacious area for the children.

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

The child minder has an extensive range of toys and craft resources, which are well maintained and clean.

We saw that there were a wide range of toys and resources to cater for the developmental needs of the whole age range of children being cared for. Toys were clean and in good condition. Younger children used child size furniture, which helped them to become more independent. Children were able to access toys and craft resources from storage boxes in the playroom most of which were at child height. A kitchen, construction area and a dressing up box provided opportunities for imaginative role-play. The garden was secure with the side entrance securely bolted. It was on three levels, decked and lawned with a range of outdoor play equipment including slides, sand and water play, playhouse, pirate ship and a range of ride on toys. The child minder had a good selection of appropriate car seats, single and double buggies, as well as three high chairs and a travel cot.

The child minder offers a wide range of resources and has regular cleaning and maintenance systems in place.

4. Leadership and Management

Summary

The child minder is motivated, qualified and clearly enjoys her role. She has records, which include policies, and procedures and children's records. She is qualified and incorporates basic Welsh into the care provision. Her core training is up to date.

Our findings

4.1 How effective is leadership?

The child minder creates a positive ethos where children feel valued and she strives to promote good outcomes for children.

We saw that the child minder ensured that policies and procedures were clear and focused on the needs of the children. Some policies had been reviewed; the most recent change was a response to the General Data Protection Regulations (GDPR). However, it was not clear that all policies were reviewed regularly. She has registered with the Information Commissioners Office (ICO) in respect of the personal information she holds. The child minder provided parents with copies of policies and procedures at the time of placement and their signatures on children's records confirmed this. The statement of purpose was in line with regulations and reviewed in January 2019. She had public liability insurance, which was valid until December 2019. The car insurance is valid until March 2019 and the MOT until June 2019.

The child minder manages her service efficiently.

4.2 How effective is self-evaluation and planning for improvement?

The child minder monitors and evaluates her service annually.

The child minder reviewed the quality of her service in July 2018 and has consulted with parents and children as part of this process had gained the views of parents and children. She told us that she considers and, where possible, acts on any feedback received and we saw that where children had requested more dinosaur figures, books, and outdoor play equipment that she had purchased these. The quality of care review was comprehensive,

well-written and included areas for improvement such as increasing children's experiences by purchasing trug trays for messy play and planting of flowers and vegetables and a car and petrol pump for the garden for role-play. Further improvements were to renew the decked area and provide increased lighting at the front of the house, all of which had been completed.

The child minder has effective self-evaluation systems in place to improve her service.

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

The child minder manages her service to ensure children develop whilst in her care.

The child minder managed her service well as we saw she kept up to date with her core training. The child minder kept registers, which contained information on those children attending the service and demonstrated that she was aware of the need to keep within the set age ratios. Current Disclosure and Barring Service (DBS) certificates, issued in November 2017 were in place in respect of the child minder and her husband as well as another person over 16 years of age who resides at the home.

The child minder manages her business effectively to ensure good outcomes for children.

4.4 How effective are partnerships?

The child minder has good relationships with the parents.

The child minder had positive working relationships with parents and gives daily verbal updates. From discussion, we were satisfied that the child minder understood her duty and the importance to maintain confidentiality at all times. We saw that with the parents' permission she sent photographs of children to the parents' phone so that they could see how they were enjoying the activities and trips on offer. The child minder told us she is flexible around drop off and pick up times as long as parents keep her informed and we witnessed a phone call from a parent who was calling to change the pick-up time of their child. The child minder told us parents receive a copy of her complaints policy as part of the admission process and no concerns or complaints have been raised by parents using her service.

The child minder has positive partnerships with parents and is committed to working together to promote children's wellbeing.

5. Improvements required and recommended following this inspection

5.1.1 Areas of non-compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

None

5.3 Recommendations for improvement

We made the following recommendation to the child minder:

- revise the IT policy to include additional information on the use of social media;
- to provide evidence of review dates for all policies and procedures and
- to provide a policy statement on her responsibilities under the 'Prevent' strategy.

6 How we undertook this inspection

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

One inspector carried out a visit to the service, lasting approximately three and a half hours:

- we had discussions with the child minder about her service;
- we observed the children and the care which they received;
- we looked at a wide range of records including children's registers, children's records, the child minder's policies, safety records, and the statement of purpose;
- we inspected the premises and
- we gave verbal feedback at the end 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
Registered Person	Gaynor James
Registered maximum number of places	10
Age range of children	0 -12 years
Opening hours	Monday to Friday 7am-6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 September 2016
Dates of this inspection visit(s)	11 February 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 children who use or intend to use their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words Strategic Guidance for Welsh Language in Social Care.
Additional Information:	