



# Childcare Inspection Report on

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**Caerphilly**



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## **Description of the service**

The child minder operates from her semi detached home in a quiet residential estate on the outskirts of the village of Abertridwr. She has been registered since July 2012 to provide care for a maximum of eight children up to the age of 12 years. The service operates Monday to Friday, 8.00am to 5.00pm, all year round. Care is provided mainly on the ground floor with access to a secure, level garden. The main operating language is English with some use of incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and settled at the service. They have formed good bonds with the child minder who knows them well and understands their individual needs. The child minder provides a good range of interesting and stimulating activities to support children's all round development. The environment is secure, warm and welcoming. Children have access to a dedicated playroom which is very well resourced and organised in a way that allows children to access resources independently. Paperwork is of a good standard, well organised and meets the requirements of the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards.

### **2. Improvements**

- Fire evacuation drills are carried out regularly to ensure that children know what to do in an emergency and
- a quality of care report has been produced which includes an action plan for improvement.

### **3. Requirements and recommendations**

There were no areas of non compliance identified at this inspection. Good practice recommendations mainly in relation to leadership and management are referred to in the body of the report and summarised at the end.

# **1. Well-being**

## **Summary**

Children are happy and settled at the service. They benefit from a good range of activities that suit their interests and have plenty of opportunities to lead their own play. There are opportunities for children to develop independence and self help skills. Resources are easily accessible for children and they can see what is available, allowing them to make appropriate decisions. Children have formed good bonds with the child minder and are developing friendships.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children at the service have a voice and their opinions are respected. We saw that children were comfortable to approach the child minder because they knew they would be listened to. They were able to choose what they wanted to play with and when they couldn't find specific resources they asked the child minder who helped to locate them. We noted that when children wanted to play musical statues they chose the music, taking it in turns to suggest songs. On the day of the inspection the children had been out to pick blackberries and upon returning to the child minders house they asked if they could eat some. The child minder prepared the fruit and the children thoroughly enjoyed tasting it. Children's feelings are taken into account when they attend the service. We saw that there was a display of emotions such as happy, sad and tired on the playroom wall that children updated to say how they were feeling when they attended. Children told us about what they had recorded and why they chose that particular emotion.

Children's views are sought and their suggestions are responded to.

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

Children feel safe and happy at the service. Children know the routines well and this helps to develop a sense of security. We saw that when they returned from the park and blackberry picking, children removed their shoes, wiped their feet and washed their hands before entering the play room. Children's work was displayed in the playroom and this provides them with a sense of achievement and belonging. We heard conversations, between the children and the child minder, about their families and things they enjoyed doing, demonstrating that the child minder knows them well and values the relationships. There were lots of smiles and laughter, showing that the children were happy and comfortable in the child minders home.

Children's contributions are valued and they are happy.

### **1.3 How well do children interact?**

Children at the service interact very well. We heard children chatting happily and playing together. They spoke politely to the child minder and each other and responded positively to her requests. We heard children devising their own rules to

games and working together co-operatively in order that they could all be involved. For example, when they played a game with a balloon they took turns to name the body part to keep it up with. We heard them using phrases such as *"We can share these"* and *"Let's take it in turns"*, demonstrating that they are becoming sensitive to the needs of others.

Children interact well and are forming positive relationships.

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

Children take part in activities that interest them and enjoy their play and learning. We saw that children were suitably engaged in a good range of activities that ranged from a picnic in the park to musical statues and ball games. They told us that they did lots of fun things with the child minder and that they were having a party because they would be going back to school the following week. We saw that children had individual books containing work they had completed and they were keen to share these with us. We saw children practicing their numbers and writing and they were very proud of their achievements. There are plenty of opportunities for children to follow their own interests. Resources are stored at low level and labelled, enabling children to access them independently. Children told us what was in each box and were able to talk about their favourite toys and games.

Children are provided with activities that appeal to their interests and consequently enjoy their play and learning.

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

Children have good opportunities to develop independence. We saw that children made good progress in line with their age and stage of development and self help skills were promoted. We saw children carrying out activities that addressed their individual needs such as number and letter recognition and fine motor control. We observed children making appropriate choices and carrying out tasks independently. When support was needed, children were confident in asking for help. We saw that children were learning about road safety and knew the rules. For example, on the way back from the park we heard children telling the child minder how they should safely cross the road by looking left and right and not stopping to pick up anything they might drop.

Children are provided with activities that address their needs and learn valuable life skills.

## **2. Care and Development**

### **Summary**

The child minder ensures that children are safe at the service. She has developed good relationships with them and has a good understanding of their individual needs. Training is current and up to date and safeguarding is given high priority.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder is conscientious about her responsibility to keep children safe and healthy. We saw that there were good procedures in place to ensure that risks are identified and where possible, eliminated. We noted that during a trip to the park, the child minder was reminding children of hazards and was very aware of their surroundings. All required training such as safeguarding, paediatric first aid and food hygiene was up to date. The child minder has undertaken training on healthy eating and nutrition for young children and we saw that snacks provided followed this guidance. An appropriate safeguarding policy is in place, although this does not currently contain information about 'Prevent' which is a government initiative to support child care providers in recognising signs of extremism and radicalisation. We noted that the child minder has also completed training on keeping children safe on-line although we were told that children do not have access to the internet.

There are good systems in place to ensure that children are kept safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

The child minder has very good relationships with the children and manages interactions well. There is a behaviour policy in place and the child minder works in line with this. Interactions are managed positively with lots of praise for good behaviour. Children are becoming aware of the need to manage their own behaviour. We heard one child telling the child minder *"They hurt me, but they said sorry"*. This demonstrates that children are aware of what is acceptable and are becoming sensitive to the feelings of others. On the day of the inspection behaviour was very good. Children responded positively to the child minder's requests and when reminders were needed these were done in a calm and gently manner.

The child minder promotes positive interactions and manages behaviour well.

#### **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 understands their individual needs. We saw a long term overview of monthly activities that incorporates special occasions such as Diwali, St Dwynwen's Day, Easter and World Food Day. Children had individual scrap books containing photographs of activities they had taken part in and pieces of work completed. We saw that the child minder had worked with children to

address specific skills and these had been practiced and developed over time. Children were keen to show us how much their writing and number work had improved. The child minder keeps individual records of daily activities but does not currently record formal observations of children's development and next steps in learning, although we saw evidence that these were being identified and addressed. We heard that good use was made of opportunities for language development through conversations with the children and they were challenged appropriately. For example we heard the child minder asking "*How do you spell happy?*"

Children's individual needs are met and activities provided support children's all round development.

### **3. Environment**

#### **Summary**

Children are cared for in a clean, warm and homely environment. There are good systems in place to ensure that the environment is safe and risks are effectively assessed. Resources are well maintained, plentiful and suitable for the age range of the children.

#### **Our findings**

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

The child minder ensures that the environment is safe. We saw that the premises were accessed through a locked front door and the garden was secure. Emergency evacuation procedures are practiced monthly and the children were able to tell us what they would do in the event of the fire alarm sounding. Daily registers of children's attendance are kept and all visitors to the house during child minding hours are required to sign a visitor's book. Daily checks are made of all rooms used by minded children and we noted that items such as cleaning equipment and sharp knives were stored securely. Gas safety checks are carried out annually and fire alarms are tested weekly. Risk assessments are detailed and we noted that the premises was, as far as possible, free from hazards.

Parents can be confident that children are cared for in a safe environment.

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

The child minder ensures that the environment is a suitable place in which to care for children. We saw that the premises was well maintained and decorated and had a homely feel. All areas were clean and free from clutter. We noted that children had access to a downstairs toilet and were provided with individual hand towels to reduce the risk of cross contamination. There is a dedicated playroom where children have access to appropriately sized chairs and table for eating and activities. Children's work was displayed around the room which helps to develop a sense of belonging and security. We also noted that there were displays of Welsh words and phrases. There is plenty of space for children to relax and take part in quiet activities and the child minder makes very good use of a local park to provide time for children to be physically active.

The environment is warm, welcoming and a suitable place for children.

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

The child minder provides children with a good range of quality resources. We saw that resources were stored in the playroom and could be easily accessed by children. Boxes were labelled so children can see what they contain. There are resources to suit the age range of the children cared for and these were seen to be clean and of good quality. The child minder had a good knowledge of the children's likes and dislikes and ensures that resources and activities appeal to their interests.



Children told us what was available and showed us their favourite games, demonstrating that they have suitable variety and choice.

The child minder ensures that children have access to resources that appeal to their interests.

## **4. Leadership and Management**

### **Summary**

The child minder is well organised and ensures that the service meets the National Minimum Standards for Regulated Child Care and relevant Regulations. There are clear policies and procedures in place which ensure that the service is run efficiently. There are some systems in place for the self evaluation of the service and parents are consulted about their views.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder demonstrates effective leadership of the service. There was a detailed statement of purpose that gave pertinent information which allows parents to make an informed decision about using the service. Policies were detailed and all necessary information was gathered prior to children starting. We noticed that there were very few accident records completed and this was discussed with the child minder. We were told that there have been no serious injuries since she has started operating and bumps and bruises are discussed with parents when children are collected. We saw that insurance policies and gas safety certificates were in date and Disclosure and Barring Service certificates were current. We were told that no complaints had been received about the service although an appropriate complaints procedure was seen to be in place.

Effective leadership ensures that the service operates smoothly on a daily basis.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder has some systems in place for the self evaluation of the service. We saw that a basic Quality of Care report, which is a requirement of Care Inspectorate Wales (CIW), has been produced and this takes into account the views of parents. Parent questionnaires are sent out annually to gather feedback on the service. Recommendations from the last inspection have been implemented and this demonstrates that the child minder is committed to the on-going improvement of the service.

The child minder evaluates the service and is committed to making improvements.

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

The child minder ensures that resources are well managed and she works within the National Minimum Standards for Regulated Childcare. She does not employ additional staff but ensures that her own training is updated in a timely manner.

Disclosure and Barring Service (DBS) checks for her and her husband are current, demonstrating their suitability to care for children. We saw that insurance and MOT checks for the car were up to date, ensuring that children can be transported safely.

The child minder ensures that resources are managed effectively and the service complies with Regulations and National Minimum Standards.

#### **4.4 How effective are partnerships?**

The child minder has developed effective partnerships with parents. We saw that daily diaries are completed and include information about activities linked to Foundation Phase areas of learning, food, accidents, medication and general observations. Policies are shared with parents in a leaflet. We saw a chart that the child minder had produced to support children to develop routines. We were told by the child minder that she had produced this to support parents with a child who was having difficulties in that area. One child saw the chart and said *"I've got one of those at home"*. Parents' questionnaires that had been collected by the child minder were seen to be very positive. The child minder told us that she provides daily photographs and updates to parents electronically and that these were well received.

Partnerships with parents are well developed and effective.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Develop individual observations and identify next steps in learning;
- undertake 'Prevent' training and include information in the safeguarding policy;
- include more detail in the Quality of Care report and produce an action plan for improvement of the service and
- keep a written record of all accidents.

## **6. How we undertook this inspection**

A full unannounced inspection was undertaken by one inspector as part of our normal schedule of inspections. Approximately 5 hours was spent at the service. Feedback was given to the child minder at the end of the visit. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the child minder;
- visual inspection of both inside and outside play areas;
- consideration of information held by Care Inspectorate Wales such as the last inspection report and
- sight of a range of policies and procedures including accident and incident records.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Michelle Rahman
Registered maximum number of places	8
Age range of children	4 years – 5 years
Opening hours	Monday – Friday 8.00am – 5.00pm All year round
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 July 2015
Dates of this inspection visit	30 August 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 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	