



Childcare Inspection Report on

Faye Powell

Cardiff



Date of Publication

23 April 2019

Welsh Government © Crown copyright 2019.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*

Description of the service

Faye Powell is registered with Care Inspectorate Wales (CIW) to care for up to ten children under the age of 12 years. She is a well-established child minder who runs her service from her home in Pentwyn, Cardiff, where she lives with her husband and two daughters. The service operates from 7.30am-5.30pm Monday to Thursday and 7.30am-4.30pm on Friday, throughout the year. The main language used is English, although a considerable amount of incidental Welsh is also used during play.

Summary of our findings

1. Overall assessment

We found that children experience an excellent standard of care. Children are very happy and their needs are at the centre of the service. They are confident to explore, express their feelings and ask for help. The child minder provides activities that are exciting and engaging for children and behaviour is positively managed. Children benefit from a safe, very well organised environment that encourages them to make independent choices and this promotes play, learning and development. Leadership and management of the service is exemplary and the child minder's experience, motivation and pride in her work shines through.

2. Improvements

There were no recommendations made at the last inspection. The child minder evaluates her service thoroughly and is continually striving to deliver a very high standard of care. Since the last inspection she has completed a level 3 Diploma in children's care, learning and development.

3. Requirements and recommendations

We did not identify any areas of non-compliance or recommendations during this inspection.

1. Well-being

Summary

Children experience a very high quality, nurturing service which gives them a solid foundation for their learning and development. There is a relaxed, happy and comfortable atmosphere within the home and children are able to express their views and opinions freely whilst having fun and learning.

Our findings

1.1 To what extent do children have a voice?

Children speak or express themselves well and can communicate their needs in a variety of ways. Their preferences, needs and feelings are well understood by the child minder and children make appropriate choices because they are aware of the options available to them. They are consulted over a range of issues, such as choosing what they want to play with and they were familiar with the resources available. We saw children approaching the child minder confidently for assistance and their wishes were valued. Children have significant influence over their play and have a significant role in evaluating the service.

Children's right to express themselves freely and to make independence choices is consistently encouraged and respected by the child minder.

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

Children receive consistent, nurturing care at the service and therefore feel very safe, happy and valued. We saw that they were familiar with the routine of the day, which was arranged to meet their needs. We saw children going to the child minder for comfort and reassurance and strong bonds were evident. Some children attend the service with their siblings, which gives them security. Children have also formed friendships with other children and have a strong sense of belonging. When singing a Welsh song, 'Sut wyt ti?' (How are you?), a child jumped up and exclaimed "I love being happy here!" Children were completely at ease and familiar with the company, routine and surroundings.

Children's emotional well-being is consistently enhanced by the high standard of care provided.

1.3 How well do children interact?

Children interact and co-operate well with their peers and adults, and younger children are learning to express their needs. We heard children regularly saying please and thank you and they were consistently praised for positive behaviour or being kind to

their friends. Young children waited patiently for their lunch and they were thrilled with the praise they received for taking turns and being helpful. We observed three children of different ages playing co-operatively in the garden with various activities; they particularly enjoyed a basketball game which one of the children had adapted to make it even more fun for them. Children were calm and relaxed in the home environment and had obvious friendship bonds with each other.

Children interact appropriately for their age and stage of development and have very positive relationships with the child minder and one another.

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

Children enjoy and are engaged in their play and can also relax during quieter times. When younger children wanted to nap, they happily snuggled up on their individual pull out beds. Children have access to plenty of activities and resources which are appropriate for their age and stage of development. Throughout the visit there was a balance of both self-directed and adult-directed play available for the children to choose from. Children played alone with a selection of toys and were very content. Equally, we saw them happily playing and interacting with the child minder. The younger children benefit from regular visits to toddler groups or play areas to help them learn to socialise, take turns and share with children of a similar age.

Children enjoy a wide range of play and learning experiences and benefit from accessing community facilities regularly.

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

Children are developing their confidence and independence. They confidently asked us what we were doing and wanted to look at our computer. They are encouraged to do things for themselves, they take pride in doing so and are given time to carry out their chosen activities and discover how things work. We watched a child try to put on and take off their shoes and they also attempted to tidy toys away when they had finished playing with them. Children have the opportunity to undertake a variety of different play activities designed to develop different skills; they are able to extend their play because the child minder is always on hand to provide assistance if needed.

Children have influence over their play and learning and are well supported and encouraged to develop a good range of self-help skills.

2. Care and Development

Summary

The child minder has highly effective systems and procedures in place to support her to offer an excellent quality service. Well-designed processes are applied and rigorously monitored to ensure that the health and safety of the children is regarded as a priority, whilst delivering an interesting and valuable service to children in her care. Care is interactive, warm and interactions are very well-managed. She is confident and competent in her role as a registered child minder.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There are highly effective systems in place to promote the health and safety of children. The child minder understands her responsibility to safeguard children, to monitor any concerns and refer to the appropriate authority if necessary. She has achieved an accredited level three safeguarding qualification. She has also completed training regarding the Prevent duty, (Prevent is a government strategy to protect children from extremism and radicalisation) and has a policy in place for this. Any pre-existing injuries are meticulously recorded. There is a robust system for recording accidents and incidents; these are monitored monthly for the service as a whole and for individual children to ensure any patterns are identified and addressed. The child minder has an appropriate, current first aid certificate and has updated her food hygiene training. The child minder provides well-balanced meals and has begun working in-line with the new Welsh Government 'Food and nutrition for child care providers' guidance.

The child minder keeps children safe and healthy as a result of the strong systems in place.

2.2 How well do practitioners manage interactions?

The child minder manages interactions in a positive and pro-active way. She has a comprehensive behaviour management policy which sets out the strategies to be used to support children's social development and behaviour. A positive reinforcement approach is at the centre of this. This was actively followed by the child minder, who supported children using praise and encouragement. Children were clearly used to receiving consistent messages in terms of behaviour. For example, we heard one young child reminding another child that they would need to tidy up when they had finished playing 'café's', which the child minder reinforced by telling the children they would receive a sticker for being so good. The child minder has high expectations of the standards of behaviour within the service and ensures children understand what is expected of them. The child minder keeps clear records of any behavioural issues and

we saw evidence of her working closely with parents to inform and reassure them, and to ensure children receive appropriate support.

Children benefit from a child minder who is an excellent role model and supports their social development through positive reinforcement.

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

The child minder provides a variety of enjoyable, stimulating play and learning opportunities, both indoors and outside to promote all-round development. We heard her consistently explaining to children what she was doing and checked their understanding as they went along. For example, when setting up a colour matching game with a large parachute in the garden, the child minder asked questions such as "Do you know why I'm mixing all these balls up?" We saw that the child minder was responsive to the communication attempts by the children; there was lots of eye contact and questioning to help understand what the children wanted or needed and she spent much of her time at the children's level. The child minder regularly informs parents verbally about their child's progress and overall well-being. We saw detailed activity planning, linked to the foundation phase. This is shared with parents in a monthly newsletter, which, amongst other important information, outlines the theme for the month and a weekly activity planner. We observed the child minder skilfully interweaving elements of her planning into all the activities, interactions and learning experiences on offer for children and linking it to children's individual targets. The child minder also completes a 'Summative Assessment' (report) for individual children every six months, which takes into account the child's learning and development. Discussions with the child minder confirmed that regular evaluation helps her ensure that children's interests and needs are considered and fully met. The child minder also follows events on the calendar, such as Chinese New Year, Mother's Day and Halloween. The level of incidental Welsh used during the inspection was exemplary and was included clearly in the planning and development tracking. The child minder has a 'Welsh notice board' to promote different words and phrases and had clearly put a great deal of effort into upskilling in this area. She is passionate about promoting the Welsh language as part of her commitment to parents and children.

Children's development is promoted well by the child minder, who has strong skills, knowledge and drive to meet their individual needs.

3. Environment

Summary

The child minder's home is safe, clean and well maintained. Children have use of the lounge, dining room, kitchen and downstairs cloakroom. Children also benefit from having use of a front and rear garden. Both indoor and outdoor is very well resourced. Good attention is given to safety and security; the child minder ensures that children are well supervised at all times.

Our findings

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

The child minder is committed to providing a secure environment and she is fully aware of her responsibility in relation to the safety and welfare of children. The premises is safe; the front door was kept locked throughout the visit, a record of visitors was maintained and registers for children's attendance were kept, including times of arrival and departure. We found that her home was well-maintained and all resources were in good working order. Appropriate insurance for the home and car was in place and an annual gas safety check had been undertaken as required. Fire evacuation drills are completed every month and are documented clearly. The child minder completes an annual, overall risk assessment as well as a daily checklist of the indoor and outdoor areas, which is used as a working document.

The child minder is security conscious and has robust systems in place to promote children's safety.

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

Children have access to indoor play space which is child centred and welcoming and there is sufficient space for the number of children cared for. We noted that children knew what was available to them and the child minder was on hand to assist with toy rotation. The dining area and lounge is adjacent to the kitchen, which allows the child minder to observe the children as she prepares food. We saw that children feel at ease and comfortable to explore the environment which offers plenty of resources to develop curiosity and creative skills. The home benefits from good natural light and the storage for resources is at a suitable height for most children to access independently. Resources and toys are well organised and storage boxes are labelled bilingually. The garage is full of resources in storage boxes which are regularly rotated according to the current theme, weather and needs of the children. The downstairs bathroom is clean and fresh and children have use of a stool to reach the sink, a potty and toilet training seat if required. Individual hand towels are used to reduce the risk of cross contamination. Activities provide suitable opportunities to develop children's skills whilst maintaining a homely environment.

The child minder provides an inviting environment which is very well equipped and safe for children's needs.

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

Children of varying ages have access to a wide range of good quality, developmentally appropriate play and learning resources, both indoors and outdoors. These are plentiful to ensure children have variety and choice, and all resources are clean and well maintained. We saw children enjoy playing with age appropriate toys which promote their all-round development, including puzzles, sensory toys, construction toys and creative resources. The child minder told us that she regularly cleans the toys and immediately discards anything that is broken at once.

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

4. Leadership and Management

Summary

Leadership of this service is exemplary. The child minder manages her business meticulously. She sets high expectations for herself and strives to consistently deliver a high quality service to children whilst nurturing partnerships with parents. She is motivated, experienced and open to new developments as a means of promoting positive outcomes for children. Self-evaluation and ongoing monitoring of operational procedures and paperwork is excellent.

Our findings

4.1 How effective is leadership?

The child minder has a very strong vision for the service and this is shared in her statement of purpose. Parents are provided with information prior to their children starting at the service, including comprehensive policies and procedures and an operational plan, so they can make an informed choice about using the service. The child minder has a very good understanding of current best practice relevant to the children in her care. We looked at a sample of paperwork including children's records and contracts, which covered all the necessary requirements. We saw that the child minder completes annual data audits for a number of areas of her business, including ensuring children's personal files, all mandatory checks and policies and procedures are up-to-date. Any changes are shared with parents. Discussions with the child minder showed that she sets high standards for the service she provides. She is aware of data protection legislation, had implemented new policies as a result, and has registered with the Information Commissioner's Office in relation to storing personal data securely.

The child minder delivers a consistently high standard of care to children and their parents.

4.2 How effective is self evaluation and planning for improvement?

The child minder is reflective; she seeks feedback on her own practice and understands the importance of evaluation and planning for improvement. She completes a thorough annual review of her service by the end of March every year. She explained to us how she gathers children's views on an ongoing basis to improve her service, as well as formal annual feedback. We saw written comments from children which included "I am happy because Faye makes me feel safe", "I love it here because there's so much to do" and "I am happy because Faye is very kind to me and funny". The child minder also routinely seeks feedback from parents, and comments were equally as favourable. The child minder told us that she likes to chat to parents

on a day-to-day basis to ensure they feel welcome. A complaints policy is in place, although no complaints have been received.

The child minder consistently evaluates her business and plans for improvements to ensure that children experience a developing service.

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

The service is managed extremely well. The child minder does not employ any assistants. All adults living at the home have a valid Disclosure and Barring Service check. The child minder maintains orderly records of her qualifications and training. Documentation and records gathered at the time children are registered help her to plan her service. She has completed all mandatory training requirements in relation to food safety, first aid and child protection and she has also completed training in additional areas such as the child care offer, physical literacy and early years Welsh. Discussions and records showed that, if a child comes to her care with an additional need or specific issue, the child minder will carefully consider how to best accommodate the child's individual needs. A parent we spoke with described how their child benefited from a "lovely, calming environment" and a child minder who is "always totally professional, approachable and organised".

Parents can be assured that the child minder manages her business extremely well and plans around the children's needs.

4.4 How effective are partnerships?

Partnerships with parents are mutually respectful and effective. The child minder provides parents and carers with detailed information to make informed choices about the care of their child. She speaks to parents daily and has an informal settling in policy which is tailored to individual needs. She also produces an informative, monthly newsletter for parents and children. Parents we spoke to were all highly complimentary about the child minder, using words such as 'amazing', 'brilliant' and 'reassuring'. The child minder is part of an informal network of child minders living locally; they plan some activities together which gives children from the different services chance to socialise together. This joint working offers her secure back up arrangements in the event of an emergency or absence. Discussions with the child minder showed that she uses CIW website and her umbrella support group if she has any queries and to keep up to date with any changes.

The child minder works in partnership with parents and other professionals, ensuring children experience excellent support to meet their individual needs.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None.

5.2 Recommendations for improvement

None.

6. How we undertook this inspection

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

- One inspector completed one visit to the service to observe children of different ages. The inspection was unannounced, although the child minder's availability had been established in advance. In total we spent almost six hours at the service;
- observations were carried out indoors and outdoors to capture evidence of children's engagement and the care provided;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we looked at a range of records including children's contracts, statement of purpose, children's developmental records, the daily diary, some policies and procedures and attendance registers;
- we spoke with several children and three parents as part of the inspection and had sight of questionnaires submitted as part of the child minder's annual quality of care review and
- we provided feedback to the child minder by telephone following the inspection.

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

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Faye Powell
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7.30am-5.30pm Monday to Thursday 7.30am-4.30pm Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 May 2015
Dates of this inspection visit	27 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 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.	