



Childcare Inspection Report on

Claire Nash

Port Talbot



Date of Publication

12 March 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

Claire Nash was registered as a child minder in December 2012. She cares for a maximum of six children aged under 12 years from a house in Cwmavon, Port Talbot. The service operates Monday to Friday from 7:30am to 6:00pm. The main language of the service is English, however, the Welsh language is promoted at every opportunity.

Summary of our findings

1. Overall assessment

Overall, we the Care Inspectorate Wales (CIW) found that children have a strong voice and are listened to. They are well settled and thoroughly enjoy their time with the child minder. They interact well and really enjoy the activities and outings on offer. The child minder effectively keeps children safe and healthy and is a role model for good behaviour. She plans a broad range of activities to promote children's all round development. The child minder ensures that the premises are safe and secure and the environment is stimulating. Children have access to a good range of good quality resources. Leadership is strong and the child minder is organised in her record keeping. Parents are highly complementary of the service.

2. Improvements

During the course of the inspection the provider has:

- Devised a developmental sheet to record children's progress;
- familiarised herself with the radicalisation and prevent duty guidance;
- obtained additional multi-cultural resources;
- devised a matrix for the reviewing of policies and procedures;
- dated her statement of purpose;
- placed the hand towel out of reach of children to ensure that they use the paper towels that are available and
- updated her menu to further promote healthy eating.

3. Requirements and recommendations

None.

1. Well-being

Summary

Children are very well settled and thrive at the service. They fully engage in the activities and enjoy an excellent range of play experiences. Children are animated and enthusiastic in their play and they have fun. They have a substantial voice and express themselves effectively. They interact enthusiastically with each other and with the child minder and her family.

Our findings

1.1 To what extent do children have a voice?

Children express themselves well and are confident that they are listened to.

Children actively made decisions about what they wanted to do. For example they chose to thread shapes and to take the role play kitchen and play food into the living room to play with. Children clearly asked or helped themselves to their drinks bottles or comforters. We saw children decide what book to read at story time and make choices about their drinks. Children were constantly listened to and their preferences and wishes were acted upon. For example, at lunch time, children choose what filling they wanted in their sandwiches.

Children have a distinct voice.

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

Children are very settled and form positive bonds of affection with the child minder and her family.

Children were happy, settled and relaxed during our visit. It was apparent that the children had formed very close bonds with the child minder and her family. The child minder supported children well when settling in, she told us that any settling in visits were monitored and adjusted, if necessary, to enable the individual children to settle at their own pace. Children confidently approached the child minder for comfort, reassurance or to involve her in their play. Children had developed good relationships and friendships with their peers and we saw them giggling and happily playing, sharing toys and resources.

Children feel fully valued, safe and happy.

1.3 How well do children interact?

Children play well together, share resources and co-operate well.

We saw children being thoughtful to each other and taking turns. For example they shared the play food and took it in turns to serve us cups of tea. We saw children play very well together, they co-operated and shared the toys. They were having lots of fun, giggling and smiling as they pretended to cook meals. Children were considerate of each other, for example, we saw one child look for a plate, "*here you go*" said another child who had found a plate in the box. Children constantly chatted to each other and the child minder and included us in their play activities. Overall, children's behaviour was good.

Children interact in a positive manner.

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

Children are interested and are excited in their play and learning.

All children were fully engaged during the inspection visit. We observed children enjoying a host of activities including role playing in the kitchen, making meals and cups of tea and taking calls on their mobile phones from their friends, playing hide and seek and exploring the play areas. We saw children thoroughly enjoy completing jigsaws and receiving praise for their achievements. There was a lot of laughter and excitement when children played with play bugs, they hid from them, ran away from them and put them on us. Children became engrossed and animated during story time, answering questions and finishing off the sentences when the child minder pointed to a picture. For example, the childminder read a sentence, "*the tiger ate all the...*" and pointed to the picture and the children responded, "*cakes*". Children shared their excitement and interest in activities with the child minder and her family. The children enthusiastically shared the story of the tiger with us and the child minder's family.

Children highly enjoy their play and learning.

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

Children are confident and motivated and are developing individual skills.

Children were confident in choosing and learning independently. Children had access to a range of educational learning resources such as table top activities, puzzles, jigsaws and books. These were easily accessible to the children and we saw them accessing these independently. They also enjoyed activities that further developed their linguistic and numeracy skills. For example they talked about colours, numbers and sang songs and repeated some Welsh words. They thoroughly enjoyed the independence moving from one play area to another and choosing toys that interested them. They were totally engrossed and enjoying their imaginative play, using cooking utensils, sorting through the vegetables and making us cups of tea. Children independently used the toilet facilities, washed their hands and ate their snacks and lunch with the child minder on hand to offer support if necessary.

Children are developing and becoming independent successfully.

2. Care and Development

Summary

The child minder is highly motivated and enthusiastic. She mostly promotes a healthy lifestyle and is good at keeping children safe. The child minder plans imaginative and stimulating activities which contribute successfully to the children's learning and development. The child minder manages interactions consistently and calmly and leads by example. Some improvements are needed under this theme.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder mostly understands and implements safety policies and procedures and promotes a healthy lifestyle sufficiently.

The child minder prioritises safeguarding. She was aware of her duties and responsibilities to report concerns but was not aware of the Radicalisation and Prevent Duty guidance. The child minder provided snacks and meals such as a selection of fruit and vegetables and hot or cold lunches such as sandwiches and beans on toast. However, we saw that children had crisps at lunch time and the sample menu included food such as cakes, biscuits and sausage rolls. Overall, the child minder promoted good hygiene procedures. For example she ensured that children used wet wipes before snack and washed their hands after toilet visits, however, she did not ensure that children washed their hands before lunch and although paper towels were available in the bathroom, we saw children share one hand towel to dry their hands.

The child minder promotes children's health, safety and well being satisfactorily.

2.2 How well do practitioners manage interactions?

The child minder is a very good role model. She interacts positively with the children, is consistent in her approach and considers the children's level of understanding and stage of development when managing interactions.

The child minder was a very good role model. She was calm and patient with the children in her care. The child minder recognised and intervened when children were having minor disputes and when a child threw a toy, she demonstrated a good understanding of age appropriate behavioural management methods. She set a good example by always speaking calmly and politely to each child. She listened to the children or watched their expressions and body language closely and gave them plenty of time to express themselves or finish activities or eat their snacks. This created a very positive atmosphere. The child minder used every opportunity to praise positive behaviour such as helping tidy up and sharing and she celebrated these achievements. The child minder gave children opportunities to choose their own stickers to mark their achievements. We heard lots of praise and encouragement such as 'good boy/girl' and 'well done'.

The child minder manages behaviour consistently and efficiently.

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

The child minder provides a nurturing and caring atmosphere and is responsive to the children's individual needs.

The child minder was caring and affectionate with the children in her care. She clearly enjoyed her role and was enthusiastic about the children. The child minder knew the children well and was very responsive to their needs. For example, she allowed busy children to be energetic before encouraging them to join in with quieter activities such as story time, completing jigsaws or to get them ready for school. The child minder promoted the children's development by planning a good variety of play opportunities and although mainly provided free play, she followed a four weekly planning sheet covering the foundation phase of learning. Although the child minder visually monitored children's progress, she did not record children's progress and development targets. The child minder chatted to the children, constantly expanding their language and she promoted the Welsh language using some basic words such as colour and numbers.

The child minder plans interesting and stimulating activities to promote the children's holistic development.

3. Environment

Summary

The child minder ensures that the premises are very safe, clean and suitable for the children. They have access to an indoor and outdoor area that provides very stimulating play opportunities. Children have access to a very good range of toys, resources and equipment to enhance their overall development.

Our findings

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

The child minder has arrangements in place to ensure that the environment is safe and secure.

The child minder ensured that entry to her home was safe, she locked the main door. Any visitors to the service signed the visitors' book. The child minder had updated and reviewed risk assessments for each room/area of her home used for child minding as well as for outings. Safety equipment was in place such as a fire guard, safety gates at the top and bottom of the stairs and at the kitchen entrance. The child minder secured her rear garden with a fence. The heating test certificate was valid and the child minder had practised and recorded fire drills on a monthly basis.

The child minder ensures that all parts of the environment are very safe.

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

The child minder provides a welcoming and very well-maintained environment. The indoor and outdoor areas provide a suitable space and there are good facilities to meet the needs of the different age groups of children attending.

The child minder ensured that the premises both indoors and outdoors were welcoming and child friendly. She ensured that there was sufficient space and facilities to meet the children's needs and for them to play, rest and explore. Children had access to the living room, hallway, kitchen/dining area, first floor bathroom and rear garden. The premises were very clean, warm and comfortable. Child-sized furniture was available, such as low level table and chairs and the toilet seat had an integrated toilet training seat. The child minder kept resources and toys in storage boxes at a low level where children could help themselves to items. We saw that the boxes had bilingual signage which also displayed pictures that the children could easily identify the contents of the boxes. Children had access to the rear garden area where they could play on the ride on toys, the sand tray, the play house, slide and picnic bench.

The environment is very suitable for children.

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

The child minder provides a very good range of toys and resources, which are of good quality and are clean and well maintained.

The child minder ensured that children had access to furniture, equipment and toys that were appropriate for their ages, needs and development both for indoors and outdoors. We found that the toys were clean and in good condition. There were plenty of materials available for craft activities and children had access to a range of items such as books, puzzles, educational items, role play items, play people and animals, soft toys, vehicles and dolls. There was a broad selection of equipment and resources available for outdoor play such as the slide, ride on toys, play house, sand and water tray and picnic bench. We saw evidence that children had been involved in craft activities relating to Valentine Day and the child minder told us that they celebrated traditional festivals such Christmas, Easter and St David's Day. She told us that she had not celebrated many wider world festivals apart from Chinese New Year. The child minder had dolls depicting different ethnicity as well as some play people depicting our diverse society and some dressing up clothes.

The child minder provides a fulfilling range of toys, resources and materials.

4. Leadership and Management

Summary

The child minder successfully adheres to the required national minimum standards and regulations. She is qualified, highly motivated and professional, she clearly enjoys her role and looking after children. The child minder maintains excellent records and documentation and has very good organisational skills. The child minder has positive partnerships with parents and the local community. Parents are very complimentary of her service.

Our findings

4.1 How effective is leadership?

The child minder complies with the relevant regulations and national minimum standards. She maintains policies, procedures and records effectively.

The child minder had a statement of purpose in place which was clear, informative and provided an accurate picture of the service, however, she had not dated it for validity and review purposes. There was a comprehensive range of policies and procedures and the child minder told us that she gave copies to the parents. The child minder had not dated them for validity and review purposes. All the required child records, permission forms and documentation were comprehensively completed and were well organised. The child minder recorded information relating to children's dietary needs and allergies and she maintained a children's register. A valid public liability insurance certificate was available, as well as current and valid car documentation.

Leadership is strong, organised and well managed.

4.2 How effective is self evaluation and planning for improvement?

The child minder is keen to obtain feedback and to improve the service provided.

The child minder had a self evaluation system in place, which included questionnaires for parents and children. She was fully aware of the need to evaluate her service and obtain feedback. The child minder had produced a report in 2018 and had received very positive feedback and high ratings from parents/carers and children. Comments such as *'very happy with service, children really enjoy coming and interacting with others'*. *'We could not wish for a better child minder, you really are like any aunty to our children, thank you so much for everything you do'*. *'Claire is doing an amazing job'*. *'The care is incredible'*. The child minder promptly takes action on any recommendations highlighted by CIW.

The child minder is motivated to make improvements to her service.

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

The child minder has a wealth of child care experience, is highly qualified and knowledgeable.

The child minder had worked in various child care services since the age of 16 years. She held a level 3 qualification in child care, learning and development. The child minder told us that she was considering working towards a level 5 qualification and attending a behaviour management course in the future. All her core training certificates were up to date and she

had attended Foundation Phase training and Health and Safety training. She had also received a Family Information award for promoting the FIS and what they do. The child minder had ensured that all household members aged over 16 years held valid Disclosure and Barring Service (DBS) certificates. The child minder was highly organised. All paperwork and documentation was up to date and easily accessible.

The child minder is highly organised in the management of her business.

4.4 How effective are partnerships?

The child minder works closely with the parents and regularly shares information with them. She frequently takes children on outings and on various trips through the year.

The child minder had positive working relationships with parents and provided regular verbal updates. The child minder completed daily diaries which were very informative and included information such as activities completed, meals, sleep information and nappy changes or toileting for younger children. She also had a 'memory book' for each child which contained photographs of children undertaking various activities and at various outings. She made good use of social media and updated the parents regularly with photographs and information on a closed and private social media account. She also had a business social media account for public and general information sharing. The child minder took children on regular outings to the community, visiting parks, the library, to toddler groups and going on walks to Groll Park and the beach. She told us that they visited a Welsh and an English playgroup on a weekly basis. The child minder told us that she took children on day trips during the school holiday to places such as Folly Farm, strawberry picking or the Mountain View Ranch to walk along the Gruffalo trail and listen to the Gruffalo story.

The child minder has very successful partnerships.

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 visited the service on 24 January 2019 for approximately 3 hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children and the child minder;
- provided questionnaires to be issued to parents and children and
- provided detailed telephone feedback to the child minder on 25 January 2019.

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	Claire Nash
Registered maximum number of places	6
Age range of children	0 – 12 years.
Opening hours	Monday to Friday from 7:30am to 6:00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 August 2015
Dates of this inspection visit(s)	24 January 2019
Is this a Flying Start service?	No
Is early year's 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	