



Childcare Inspection Report on

Samantha Orme

Llanidloes



Date of Publication

9 November 2018

Welsh Government © Crown copyright 2018.

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

Miss Samantha Orme has been providing care from her home in Llanidloes since being registered with Care Inspectorate Wales (CIW) in July 2013. She provides care for up to five children up to 12 years of age and operates Monday to Friday between the hours of 7 am and 5pm. English is the main language of care.

Summary of our findings

- **Overall assessment**

Care Inspectorate Wales, found that children are safe, happy and well cared for. Children are relaxed and comfortable in the home environment. They receive prompt care and attention to meet their individual needs and a range of activities are provided. The service is generally well organised and records were available for us to view with some minor developments required to some documentation. The environment is well maintained with suitable resources for children to use.

- **Improvements**

No improvements noted

- **Requirements and recommendations**

We made some recommendations and these are detailed at the back of the report.

1. Well-being

Summary

We found that children are listened to, valued and 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 are listened to by the child minder caring for them and know that their requests will be met. They have choice within their activities and are able to make decisions about what they do.

We saw that children are able to make decision for themselves. For example, during our visits, we saw children independently choosing toys to play with such as role play, books and puzzles. Children were able to move freely between activities which were set out for them. We heard the children asking for food and their requests were met promptly. One child asked for help to go to the toilet and another requested to go for a nap.

Children have their voice fully heard.

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

Children are content in the company of the child minder and receive warm praise for their efforts.

We saw children approaching the child minder for cuddles and reassurance. Children were warmly welcomed by the child minder and were quick to settle. Throughout the inspection visit we heard children being warmly praised and saw that this raised their self esteem. Children confidently approached the child minder and her assistant for comfort and support and we saw children being embraced and reassured. We saw that when one child the child minder offered plenty of cuddles and comfort was given until the child settled.

Children feel safe and are happy and valued.

1.3 How well do children interact?

Children understand their feelings and are confident to co-operate, take turns and share.

Children played well together and they chatted happily as they played with puzzles. Children shared with each other when playing with toys and they waited patiently for the particular toy they wanted to use. When they tired of the activity, they were offered

an alternative and were soon engaged in play again. During play time, we saw the children playing happily alongside their friends, which was appropriate for their stage of development. The children enjoyed playing co-operatively together when playing with the tractors.

Children's behaviour and interaction is very positive at the service.

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

Children are fully engaged and interested in their play. They sustain interest for age appropriate amounts of time and are able to move freely between activities of their choosing.

Children were engrossed in different forms of play throughout the morning. Children responded positively to toys or activities that were suggested to them, whilst they also initiated play of their own choosing. We saw children totally absorbed in their play. The children had access to a range of age appropriate resources. We noted that children moved to a new activity when they became restless.

Children fully enjoy their play and learning.

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

Children are confident and have opportunities to develop their independence.

Children showed confidence in choosing their own activities and directing their own play. Children were given opportunities to be independent when using the toilet facilities, although the child minder was available to provide support. Children were also encouraged to put on their own coats, with support given to those children needing help where necessary. Children were encouraged to learn and develop according to their age and stage of development through activities such as counting and singing nursery rhymes.

Children are developing a good level of independence and are making good progress.

2. Care and Development

Summary

The child minder has a positive relationship with the children in her care. She meets the children's basic needs and provides suitable play opportunities for the children. The child minder knows the children in her care well and has an understanding of child development, although there are some areas which require improvement.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has processes in place to keep children safe and healthy and follows procedures to ensure children are kept safe.

The child minder had undertaken first aid training. The child minder had good working knowledge of child protection issues and the All Wales Child Protection Procedures because her policy reflects this. Discussions with the child minder indicated that she knew what to do if she had concerns about a child. We observed that the children were provided with varied and healthy snacks. The child minder reminded the children to take care and be aware of their surroundings. She explained the reasons why the children needed to be careful so that they learned the consequences. The child minder ensured that the children had plenty of fresh air and physical activities. For example, by taking them on regular walks and visits to the Local Park and access to the outside play area.

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.

All the children were well behaved and the child minder was a good role model. She was calm and patient with the children and recognised and intervened when she noted the children were getting bored or tired. The child minder either offered an alternative activity or settled them down for a nap. One child struggled to settle to sleep so the child minder spent time trying to settle them. The child minder explained how she would deal with any conflict and demonstrated a good understanding of age appropriate methods.

The child minder manages 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 knows the children in her care well and provides activities to promote their development. She has an understanding of child development and meets children's basic needs.

The child minder knew the children in her care well. She was able to tell us about the children's stages of development regarding eating, physical development and toilet training, for example. She also knew about the children's families and their interests and we heard her talking to the children about these. The child minder used this valuable information to help her plan and provide activities that met their interests, this was not documented. The child minder did not record the children's development. However, she did demonstrate that she understood child development and that she would work with parents to support children when they were not developing as expected.

The child minder promotes children's play, learning and development fairly well and adequately meets their individual needs.

3. Environment

Summary

Children have access to a bright, clean, homely environment that is suited to their needs. There are a range of resources and toys for children of different ages and stages of development. The home allows children to move safely and freely between rooms to engage in many different forms of play.

Our findings

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

Children are cared for in a safe and secure environment.

The door to the premises was kept locked at all times and visitors had to ring a bell to gain entry, the child minder kept a record of visitors. The outdoor area was secured by a fence and sections of the garden were in the process of being developed. Risk assessments had not been updated for some time and therefore did not identify possible risks and issues to be addressed.

Leaders ensure the safety of the environment well.

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

Premises are kept clean. They provide a rich environment for play and on the whole are well maintained.

The child minder provided a warm, welcoming environment which was clean, bright and cheerful. The child minder has a dedicated play area, a kitchen area, toilet/changing area and a sleep room. The play room contained an assortment of easily accessible resources including a selection of natural and recycled materials.

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 a good stock of toys and material, which are well maintained and cleaned.

We found that the toys were clean, in good condition and age appropriate. The younger children used child size furniture, which helped them to become more independent, whilst older children had access to the kitchen table and chairs. All children were able to access toys and craft resources from storage boxes. The child minder told us that she continually checked the condition of the toys.

The child minder offers a range of good quality resources.

4. Leadership and Management

Summary

The child minder is clear about her role and responsibilities and is enthusiastic about building and improving the service she offers. The service is compliant with regulations and records are organised.

Our findings

4.1 How effective is leadership?

The child minder has high expectations for her service and is committed to providing care that allows children to thrive. However, systems should also be put in place for the review of contracts and policies where necessary.

The child minder had developed sound policies that reflected her practice. Record keeping was of a good standard and demonstrated compliance with the regulations. Files were organised and were located easily. The child minder's statement of purpose was reflective of the care that was being offered. The child minder had a good working knowledge of current best practice in relation to safeguarding and children's learning and development. This was reflected in her understanding of the need to record any concerns. There was current public liability insurance in place as well as car insurance for business use. Contracts were in place and signed by the parents.

The child minder's management and administration is well organised and professional.

4.2 How effective is self evaluation and planning for improvement?

We found that the service is evaluated to some extent and that the child minder is aware of the need to seek the views of all those involved in order to complete a quality of care review in the future.

The child minder is still in the process of gathering information to complete a quality of care review. The child minder is aware of her requirements in relation to quality assurance and self evaluation which ensures that children are at the centre of her practice. This means that she considers how she can build and improve on the service that she offers to children and parents. The child minder told us she has a good relationship with parents and as such discusses their child's day and progress with them daily. There are no formal processes in evaluating how children progress and develop.

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

The child minder has systems in place for renewing insurance, training and DBS checks.

The child minder had kept some necessary training up to date by completing her food hygiene and first aid training in a timely manner and child protection.

There is effective management of resources.

4.4 How effective are partnerships?

The child minder works with parents to identify children's needs and preferences before she begins caring for them and she keeps parents informed about their child's wellbeing, care and progress.

We inspected a sample of children's records and found that there were fully completed identifying all required information and needs for each child. The child minder offered parents and children settling in sessions before the children started at the service. The child minder showed the service's policies to parents when their children began at the service and parents had signed to show they had seen these. The child minder told us that parents are provided with copies of all the service's policies. The child minder completed daily diaries for the children in her care and we saw an example of one of these. In this diary, the child minder had given parents information about the activities that the children had completed, when they had slept and the food they had eaten.

Partnership work is conducted well.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations to the child minder:

- There is a need to complete fire drills more regularly;
- Statement of Purpose needs to include information on dealing with an emergency;
- nappy changing policy needs to be in place;
- ICT policy needs to be in place;
- to consider planning activities, and
- to record children's development.

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 on 3 October 2018, arranged at short notice, lasting three and a half hours.

We:

- had discussions with the child minder about her service;
- observed the children and the care which they received;
- 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;
- inspected the premises and
- gave verbal feedback to the child minder on our findings from 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	Samantha Orme
Registered maximum number of places	5
Age range of children	0-12 years
Opening hours	7am to 5pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 September 2015
Dates of this inspection visit(s)	03 October 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 service 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:	