



Childcare Inspection Report on

Sara White

Hereford



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Description of the service

Sara While has been providing care from her home in Glasbury since being registered with Care Inspectorate Wales (CIW) in November 1999. She provides care for up to eight children up to 12 years of age. English is the main language of care.

Summary of our findings

1. Overall assessment

Children using this service are happy, listened to and cared for by a patient and caring child minder in suitable premises. She offers a good range of toys and equipment to promote children's learning and development. The child minder ensures that the children experience a wide range of activities whilst accessing her service and regularly takes them out on visits in the local area.

2. Improvements

None noted

3. Requirements and recommendations

We made a number of recommendations in relation to Leadership and Management. Details of these are at the back of the report.

1. Well-being

Summary

Children enjoy their play and learning at this child minding service and interact in a positive manner. They are confident in communicating their experiences and choices and feel valued and secure.

Our findings

1.1 To what extent do children have a voice?

Children express their views and know that their ideas are listened to.

We saw that children were able to make decision for themselves. During our visit, we saw children independently choosing toys and also which areas they played in and where they ate their lunch. Children were able to move freely between activities. We heard children requesting particular activities and their requests were always met. Children had a choice of a range of fruit at snack time and were encouraged to help themselves.

Children have their voices fully heard.

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

Children are settled and form bonds of affection with the child minder.

Children were happy, settled and relaxed during our visit. We saw that children had formed a close bond with the child minder and happily approached her for cuddles and reassurance. The child minder informed us that the children were well supported when settling in. Settling in visits were monitored and adjusted if necessary, in order for the individual child/children to settle at their own pace. Children were beginning to develop relationships and form friendships at the service. We saw them laughing, giggling, chatting and happily playing and sharing toys and resources with one and other and the child minder.

Children feel fully valued, safe and happy.

1.3 How well do children interact?

Children are able to participate in group activities in a cooperative way. They display appropriate behaviour, with support where necessary.

We saw children playing with each other and sharing resources. For example, we saw two children happily choosing and listening to stories with the child minder using the props to act along. Children responded well to distraction and being encouraged to play with other toys when they displayed unwanted behaviour. We heard the children talking about their siblings with the child minder and recollecting what they had done previously at the service.

Children interact well.

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

Children are interested and excited in their play and learning.

All children were fully engaged during the inspection visit. We observed children enjoying a range of activities and saw evidence of a wide variety of toys on offer. These including play kitchen, garage, ride on toys, dressing up and an extensive array of good quality age appropriate toys and equipment including puzzles, jigsaw, storybooks, blocks cars/trucks and dolls. Children were self-motivated and fully absorbed in their chosen free play and they shared their excitement and interest in activities with the child minder and their peers.

Children thoroughly enjoy their play and learning.

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

Children are becoming independent. They take part in suitable opportunities to learn and develop skills and follow their own interests.

During lunchtime, children used child sized cutlery and sat in chairs that were the correct height for the tables. Children who were in the process of being toilet trained were encouraged to use the potty, which was placed in an easily accessible place. We saw evidence that planned activities took place which allowed children to develop new skills. Incidental Welsh was used throughout our visit.

Children develop, learn and become independent.

2. Care and Development

Summary

The child minder is motivated and enthusiastic and is an effective practitioner. The child minder is consistent and thorough in supporting the development, health and safety of children in her care. The child minder has a good understanding of the children's individual needs and works effectively to meet those needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implements a comprehensive range of policies and procedures in order to keep the children safe and healthy.

The child minder had a consistent approach to risk management and promoting healthy lifestyles. We observed the child minder practising good hygiene procedures including washing her hands, making sure all children washed theirs, and wiping the tables. The child minder took responsibility for knowing children's allergies. The child minder placed great emphasis on healthy eating and outdoor play and she discussed how she ensured the children accessed the outdoors on a daily basis. The child minder demonstrated that she understood the child protection policy she had in place and knew what to do if she had concerns about a child, she completed her child protection training a few years ago.

The child minder consistently and successfully keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder works in line with her behaviour policy and procedures. She is consistent in her approach and has a good regard for the children's individual stage of development when managing interactions.

The child minder implemented a comprehensive behaviour management policy, which encouraged her to think about the reasons behind the children's behaviour and their stage of development. We saw many examples of the child minder implementing this effectively throughout the setting. The child minder gave each child individual attention so that each child felt valued and included. Clear boundaries were in place and the children demonstrated that they understood them. They behaved well and took turns when speaking and were polite and well mannered.

The child minder is highly effective at managing children's interactions.

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 very well. She meets their needs and is aware of the children's preferences.

We saw that the child minder knows the children that she cares for really well. The child minder told us that she was aware of the children's likes/dislikes and routines. She planned activities to meet children's specific needs for example a set time to read stories and singing songs to help develop language skills. The child minder encouraged children to feed themselves and offered help if children were struggling, however, she did not take over or feed a child who was capable of feeding themselves. Specific needs of the children were at the centre of the care offered.

The child minder meets children's individual needs and promotes the children's play very well.

3. Environment

Summary

The child minder ensures that children are cared for in a safe and rich learning environment. She ensures that the children have access to the resources and environment, which is suited to their needs. The environment is under review and continually developed.

Our findings

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

The child minder ensures that children are cared for in a safe, clean and secure environment. She ensures that unnecessary risks to children are identified, reduced or removed.

The child minder had risk assessments in place for all areas. She had resources for particular aspects of care such as sleep times, outdoor play and meal times. She practised correct hand washing procedures both in the kitchen and bathroom areas. The child minder ensured there was a balance between acceptable and unacceptable risks. The door to the service was kept locked at all times and visitors had to ring a bell to gain entry, however there were no records of visitors in place.

The child minder is competent at ensuring the safety of the environment.

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

The indoor and outdoor play areas are welcoming, well decorated and provide a rich environment for learning. There is sufficient space and facilities to meet the needs of the different age groups of the individual children attending.

The child minder had made outdoor play a high priority and it was used as an integral part of the learning environment. She had thoughtfully laid out the outdoor area to allow children to experience a wide range of play opportunities, both focused and free play. The garden contained a large enclosed grassed area. The indoor area was laid out to suit the various ages of all the children attending. The environment was continuously developed to suit the children's needs. There was an array of toys, resources and equipment easily available to the children and the child minder rotated these frequently to nurture and maintain interest.

The child minder effectively ensures the suitability of the environment.

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

The child minder ensures that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are clean and of good quality.

Children had access to furniture, equipment and toys that were suited to their age and interests. There was an ample amount of resources for children to choose from. The tables and chairs in the playroom were suited to the ages of the children. The eating area was equipped with a sufficient number of high chairs ensuring that all children were able to eat and socialise together at snack and meal times. The child minder had purchased specific resources for children when it was identified that it might enhance their well-being.

The child minder actively ensures that there are good quality resources and equipment available.

4. Leadership and Management

Summary

The child minder runs her service well, effectively and in line with her conditions of registration. She ensures that the children's needs are met; however, she does need to attend regular training. The child minder has a clear vision for the future development of her child minding service.

Our findings

4.1 How effective is leadership?

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

We saw that the child minder ensured that policies and procedures were in place but these were in need of reviewing. The complaints policy did not refer to the procedure on how to make a complaint about herself, and the safeguarding policy did not include the action to take if an allegation was made against her. The service had a detailed statement of purpose, which was in line with regulations.

The child minder is providing effective leadership.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a quality of care report plan for her service and she values feedback. She informs parents/carers of the improvements she has made, and is planning to make to her service on an annual basis.

The child minder told us how she had used her previous knowledge and observations of the children and the environment to plan for her service. We found that the child minder had already obtained feedback from some of her parents, all of which was very positive. She had also sought the views of the older children and observed all of the children she cared for in their play to help her when evaluating her service. A report had been completed and sent out to the parents.

The child minder is effective in self-evaluation and planning to improve her service.

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

The child minder is motivated to research new ideas and is thinking about the future arrangements for her service.

We saw that the child minder had completed training for Paediatric First Aid. She had also completed child protection training and food hygiene but this was some time ago. We found that the child minder's understanding of her role and responsibilities in terms of safeguarding, was good. The child minder told us that she kept up to date

with new ideas by researching them online and by meeting up with other child minders and sharing ideas. The child minder's DBS is in need of being updated which she has started the process.

The child minder ensures good outcomes for children.

4.4 How effective are partnerships?

The child minder has good relationships with the parents.

The child minder used daily diaries and online apps to share information with the parents, for example regarding food, sleep, nappy changes and activities. The child minder was willing to discuss with parents, any problems their child might be having and suggest agencies, which they might approach for help. We observed the child minder giving feedback to a parent when they collected their child.

The child minder has positive partnerships with parents and is committed to working together for the children's well being.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the child minder:

- updates her complaint policy to include CIW name change;
- draws up a confidentiality policy;
- contacts Food Standards Agency;
- records all fire drills;
- record and plan activities and
- records child development.

6. How we undertook this inspection

This was a full and scheduled inspection.

- One inspector visited the child minder on 11 December 2018; we gave feedback on the day of our visit;
- We reviewed a sample of documentation and policies; we observed the care provided and interactions between the child minder and the children and
- we spoke to children at the service to gain their views and feedback on their experiences.

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	Sara White
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	7am to 6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Manual Insert
Dates of this inspection visit(s)	11 December 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 is working towards providing the active offer
Additional Information:	