

Childcare Inspection Report on

Julie Ellis

Neath



Date Inspection Completed

24/06/2019

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.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Julie Ellis provides a child minding service from her home in the village of Cimla in Neath for up to ten children under the age of 12 at any one time. She has been registered since January 2015. The service is open from 7am to 8pm Monday to Sunday. English is the main language of the service, with incidental Welsh.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Adequate

1. Overall assessment

Children settle in very quickly; they are confident and happy and thoroughly enjoy their time with the child minder. Children benefit from a wide range of play and learning experiences; they have fun and interact well. The child minder provides an interesting learning environment that is safe and secure and well maintained. Children have easy access to a good selection of quality toys, materials and equipment, which encourages them to explore and learn. The child minder works in partnership with parents to ensure that the children's needs are identified and addressed. Children and their parents are very happy with the service.

2. Improvements

Since the last inspection the child minder has introduced new policies including an Information and Communications Technology (ICT) policy and has updated her knowledge on Data Protection. She has also registered with the Information Commissioner's Office.

3. Requirements and recommendations

We have advised the child minder that improvements are needed in relation to the review of quality of care (regulation16) on order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the child minder to take action to rectify this and it will be followed up at the next inspection.

Section five of this report identifies our recommendations to further improve the service.

We (CIW) made recommendations in relation to record keeping, providing paper towels, and for providing resources that promote a multi-cultural and diverse society.

1. Well-being

Good

Summary

Children are very happy and content at the service. They are confident, express themselves well and are able to make decisions. Children have a strong sense of security and have formed close relationships with others. They thoroughly enjoy their play and learning and are developing well.

Our findings

Children express their views and make effective choices. We saw that all children chose their favourite activities from a good selection of toys, resources and books. Children are confident to speak up and ask questions. A child said, "Can we do some dancing?" and the child minder put on some music and joined in. After school, we heard children asking for assistance with spelling and Welsh names for colours and they knew that they would receive help. Children ate their packed lunches at their own pace; they had a choice of healthy snacks and they helped themselves to water. Older children were confident to ask us about the purpose of our visit and were very happy to give their very positive views on the service.

Children feel safe and valued and are very happy. They are very familiar with the play areas, materials, activities and the routines, which give them a sense of security. Children settled in quickly and played happily. They played independently and with others and there was a very relaxed atmosphere. We saw younger children giggle and clap their hands. Their art and craft work was displayed in the playroom and children smiled proudly when praised for their achievements, for example for building 'birthday cakes' from Duplo blocks and for their knowledge of different colours and animals. Children have warm relationships with each other and we saw them hug and smile when they met up. It was clear that the children viewed the child minder and her children as their extended family.

Children were polite and played well together. Younger children were learning to share and co-operate. For example, children sat together and took turns to build with Duplo blocks; they listened to music, sang and copied dance actions and they held hands and waited for the signal to cross the road. Older children helped younger children with reading and three children wrote a story together. Children's behaviour was very good and they mostly remembered to say 'please' and 'thank you'. We saw they obeyed house rules for kind hands, sharing and to tidy toys away.

Children thoroughly enjoy their play and learning experiences. They engaged readily and were very animated as they played. Younger children smiled and nodded when we asked if they enjoyed coming to the child minder and told us they liked the toys and activities. Children smiled, giggled and laughed a lot.

Children have good opportunities to learn and become independent. They were confident to choose their play and try new things, which supported their development. For example, placing different sized blocks and drawing helped develop their fine motor skills and parachute games supported physical coordination. Children had good language skills and communicated well. We heard children count, describe feelings, name animals and use Welsh and French words for numbers and colours. All children went to the toilet on their own and they washed their hands before snacks and after using the toilet with very little prompting. We saw children dressing independently. Development charts for preschool children, linked to the Foundation Phase, evidenced that children are developing well.

2. Care and Development

Good

Summary

The child minder is caring, motivated, enthusiastic and responsive to children's needs. She is effective in keeping children safe and promotes healthy lifestyles. She manages behaviour very well. She knows the children's needs and preferences and provides a wide range of activities to help them to learn and develop.

Our findings

The child minder has a good understanding of her responsibilities to keep children safe and healthy. She keeps up to date with child protection training and is clear about how to report concerns. She was aware of the latest food and nutrition guidance and had an electronic copy for reference. She promotes a healthy lifestyle through nutritious snacks, free access to water and physical play. Many outdoor activities are undertaken with children, offering plenty of opportunities to develop gross motor skills and be active. The child minder obtains the necessary information before the children commence, including details of any medical, diet needs or allergies. She knew all the children's individual needs; including a child who had only started attending. We saw very good hygiene practice; the child minder had ensured toys, equipment, the kitchen and bathroom were clean and she provided liquid soap and anti-bacterial gel for children to use. We heard the child minder reminding a child to wash hands before eating and after using the toilet.

The child minder manages behaviour very well. She is a good role model, calm, polite and relaxed. She has agreed house rules with the children and offers praise routinely. She gave children plenty of time to finish conversations and activities and she encouraged children to ask questions, explore and learn. The child minder always asked politely and thanked the children when they took turns. She praised children when they achieved or were helpful. We saw that the child minder was firm when necessary and used distraction and redirection effectively to encourage children to share and take turns. For example, we heard her say 'Try again – you can do it!'; 'Good work!', 'Whose turn is it next?' and "Which toys are we going to put away before we get out the musical instruments?" She spoke affectionately, calmly and clearly all the time and children responded by being calm and co-operative. A parent said, "She addresses any behaviour issues in a nice way. They trust her".

The child minder promotes children's learning and meets their individual interests and needs well. She monitors the development and progress of preschool children using the foundation phase development tracker and observations. She sat alongside younger children as they played and she asked questions and helped them to develop their knowledge of the world, language, colour recognition, counting skills, fine motor skills and co-ordination. The child minder provides good learning opportunities through a wide variety of interesting and fun activities. We saw photographs of children enjoying visits to a pet shop, parks, riverside and playgroups; taking part in activities such as crafts, baking and

planting and learning about the lifecycle of the butterfly. Children were very excitedly waiting to see their chrysalides hatching and had been drawing and painting the different stages. The child minder used incidental Welsh language throughout the day and there was a good selection of bilingual posters, books and flash cards. Photos evidenced that the child minder has raised children's awareness of different cultures through celebration of different festivals and saints' days.

3. Environment

Good

Summary

The child minder ensures that the environment is bright, safe and stimulating. She offers a good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and toys are good quality and very suitable for children of different ages and stages of development.

Our findings

The child minder ensures the environment is safe. External doors are kept locked; visitors must sign in and out and we were asked to show proof of identity when we arrived. We saw risk assessments for the premises and for outings, which identify hazards and control measures. The child minder also kept records of daily checks on the play areas, toys and equipment to ensure that any issues were noted and addressed. All areas, equipment, furniture and toys were clean and well maintained. Accident and incident records indicated only minor issues that were typical of the age and stage of development of the children, and did not raise any concerns about the safety of the premises. We saw records of annual tests for the heating system and a fire evacuation plan. Children told us of fire drills and most children knew what to do in case of a fire. However, we found that dates of smoke alarm checks and fire drills were not consistently recorded. There was one hand towel for children to dry their hands after using the toilet, which may pose a risk for cross contamination and we discussed this with the child minder.

The child minder provides a very welcoming and stimulating environment, which is suitable for the age range and encourages children to explore and learn. Children have access to a playroom, lounge/ diner, kitchen and toilet on the ground floor of the house; and an enclosed patio and part of the garden at the back of the house. The environment is bright and airy with sufficient space for a range of activities and areas for quiet study or relaxation. The child minder stores toys and resources at low level to encourage choice and independence. We saw the children access toys, books, construction materials, games and craft materials independently. There was a step available for children to reach the washbasin in the kitchen.

The child minder provides a good range of play and learning resources to enhance children's experiences and development. These were in good condition and sufficient to ensure children had choice and could play together or independently. We saw collections of natural objects, home-made items and good quality toys and equipment, which were all clean and in good condition. The child minder has systems in place to check and replace toys and equipment that were no longer suitable or broken. We saw a good range of Welsh language books and bi-lingual materials; however, we did not see any toys or materials that

would give children everyday opportunities to explore, value, and acknowledge similarities and differences or to understand they are part of a multi-racial society.

4. Leadership and Management

Adequate

Summary

Overall, leadership is appropriate. The child minder is very motivated and clearly enjoys looking after children. She has robust policies, procedures and record-keeping in place in most areas of the service. She has a clear vision for her business and children's needs are at the heart of her service and policies. The child minder has effective partnerships with parents. Improvements are required in relation to review of the quality of care, some documentation and record keeping.

Our findings

The child minder aims to comply with regulations and to meet or exceed the national minimum standards. We saw a detailed statement of purpose, which provides an accurate picture of the service that is being provided. Parents receive a copy of the service's statement of purpose and policies when their child starts attending. All policies and procedures are focused on children's needs. The child minder had reviewed and added to the policies since the last inspection, for example new policies included General Data Protection, and the Prevent Duty (which relates to anti-terrorism and radicalisation). Revised policies included Complaints, Contact with Pets and Nappy Changing. Parents had signed to indicate that they accepted and agreed with them. However, records management could be improved. Some information was difficult to find because it was not filed in the correct place or because there was also a lot of out of date information and certificates in the files. The child minder had used different registration forms for some children that which did not include children's language needs; and we saw that parent permission forms did not consistently include all the permissions or outings, contact with pets, emergency treatment, photographs. The child minder said she would address these issues.

Self-evaluation and planning for improvement is developing. The child minder identifies and acts on areas that she wishes to improve. We heard the child minder seeking children's views on activities and children and parents told us that the child minder considers their opinions for purchasing resources and toys or planning activities. However, as the child minder had not carried out a review of the service since November 2017, the annual quality of care review and report was overdue. She agreed to carry this out as soon as possible.

The child minder manages the resources relating to the service well. She is committed to developing her own skills and knowledge and had successfully completed courses since the last inspection including Child Care Learning and Development, Playwork, Experimental Play and Supporting Children with Transition. Our discussion and observations evidenced that the child minder has put this training into practice effectively. We saw an up to date certificate for public liability insurance. The child minder uses her son as an assistant at times when there are more than three children under five at the service, and we saw valid

suitability checks for him. There were records of the assistant's and the children's attendance in a daily diary and in the contracts. These indicated that child: adult ratios met the national minimum standards at all times. However the actual times of children's attendance were not recorded every day.

The child minder has very positive partnerships with parents. We found that the child minder worked very closely with parents to meet children's needs. The child minder's policy 'Working in Partnership with Parents' gave clear information about how the child minder works and what parents could expect. The child minder has registered with the information commissioner's office and we saw that records and information were stored and shared securely. We saw that the child minder kept parents well informed about events through texts and a secure internet page to share photographs of activities and information about the service. During the school pick up, we saw the child minder photograph a school event notice and send it to a parent. Feedback in questionnaires and thank you cards indicated that parents were very happy with the service. Parents told us, "Julie is fun, bubbly, safe and reliable. She provides different and interesting activities. They love coming here" and "She is very hands on with the kids and 'old school'. She paints and does arts and takes them out to places like the Gnoll for outdoor activities. She is the best child minder in the area".

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Add, to registration forms, the first language of the children and if they speak Welsh;
- ensure that the record of children's attendance always includes the actual times children arrive and leave and their full names;
- provide individual towels or paper towels to minimise cross infection when children are drying their hands, as recommended in the All Wales Guidance for Infection Prevention and Control 2014;
- provide toys and resources to promote positive role images, diversity and a multi-cultural society;
- ensure that the dates of smoke alarm checks and fire drills are consistently recorded;
and
- archive old policies and records over 3 years old.

6. How we undertook this inspection

This was an unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 24 June 2019 from 9.40am to 12.45pm and from 4.30pm to 6pm.

- We spoke to seven children, four parents, the child minder and her family members;
- observed children with the child minder and her assistant in the premises and during school pick up;
- inspected the areas used by children;
- looked at a sample of documentation and policies including the last CIW inspection report, the daily diary and visitor book, four children's records, the statement of purpose, policies and procedures, accident records, action plans and the service's quality of care review report dated November 2017; and
- gave feedback to the child minder on the day.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Julie Ellis
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	7am – 8pm Monday to Sunday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 November 2016
Dates of this inspection visit(s)	24 June 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 children who use, or intend to use the service because it is situated in a mainly English speaking area. We heard some incidental Welsh and saw children access Welsh story books. We recommend that the service provider considers the Welsh Government’s ‘More Than Just Words follow on strategic guidance for Welsh Language in social care.’
Additional Information:	

Date Published 8 August 2019