

Childcare Inspection Report on

Ingke Terry

Llanelli



Date Inspection Completed

19/06/2019

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

Ingke Terry operates her child minding business from her home, which is in close proximity to Llanelli town centre. The service has been registered since 2015 and provides care for a maximum of six children aged birth to 12 years. The child minder's service operates between 6:30am and 7:00pm, Monday to Friday and Saturdays 8:30am to 7:00pm. This is a service that does not provide the Welsh language 'Active Offer'. However, although the main language of the setting is English both incidental Welsh and German are also spoken.

Summary

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

1. Overall assessment

Overall, children attending are very happy and well settled. They are cared for by a nurturing, kind and established child minder who is committed to meeting their individual needs. Parents are very happy with their children's progress and the service that is provided. The environment is child friendly and comfortable, and children are supported to develop through play whilst having fun. Resources are of a good standard, plentiful and age appropriate. Leadership and management is generally good with positive working relationships with parents.

2. Improvements

During the course of this inspection the child minder has:

- accessed the Welsh Government best practice guidance on Food and Nutrition for Child Care and
- made herself aware of the 'prevent duty' and included this in her child protection policy.

3. Requirements and recommendations

None

1. Well-being

Good

Summary

Children are listened to and make choices. They are happy, secure and enjoy many play opportunities. Children undertake some tasks independently. They are confident and familiar with the daily routine and form positive relationships with each other and the child minder. They are developing their independence and self-help skills.

Our findings

Children have choice, are listened to and communicate openly with the child minder. The children were able to move freely choosing the toys that interested them from the good range available. At snack time children chose what fresh fruit and crackers to eat. They could also access drinks throughout the day. Children's requests were listened to. For example, to play with 'play dough' and sing songs of their choice.

Children thoroughly enjoy their play and sustain interest for an age appropriate amount of time. There was much fun, smiles and laughter throughout our visit. For example, children were delighted when using their chosen coloured paints, which were squirted onto a table. They shrieked with delight as they placed their hands into the paint to create shapes and pictures. The younger children were totally engrossed in story time having chosen a story book for either the child minder or older child to read to them.

Children settled quickly into their routine and clearly have a sense of belonging. They have developed strong bonds of affection with the child minder and formed friendships with each other. Children interacted very well with each other and shared toys and cooperated with each other with very little intervention needed from the child minder. For example, working well to set up the train track together. Older children enjoyed helping and supporting the younger children, such as reading stories to them and assisting them with their colouring in of pictures.

Through their daily routine, children learn skills enabling them to develop and become independent. For example, younger children took their shoes and coats off, washed their hands and face and tidied up independently. The children enjoy experiencing free play and were eager to learn through play as they counted numbers and sang songs about counting, named shapes and confidently explored their environment. We also saw that children have a good range of experiences, which promote their all-round development. For example, developing their language skills by repeating and pointing to words and pictures in a book, open conversations and asking questions and by singing songs.

2. Care and Development

Good

Summary

The child minder has warm and caring relationships with the children and consistently meets children's needs. The child minder is committed to providing varied activities for children that enhance their learning and development. She keeps the children safe and healthy. The child minder knows the children well and manages interactions and behaviour very effectively.

Our findings

The child minder keeps children safe and healthy. The child minder discussed the safeguarding policy and clearly understood who to contact should she be concerned about a child in her care. She completed accidents, incident and medication records appropriately. The child minder held a current Paediatric First Aid certificate and has attended Child Protection training and Food Hygiene training. The child minder promotes healthy eating and provides a varied menu. At snack time she provided cracker bread and fruit and for lunch children had sandwiches, fruit and a yogurt. At tea time the children had a cooked dinner. Water was available to drink for all children throughout the day. As the back garden area was out of use, the child minder took the children on regular outings to the park, play zones, beach, library, shops and on nature walks.

The child minder manages interactions well. She followed her behaviour management policy and was a very positive role model. She spoke to children kindly and with respect, for example asking children if they 'would like' help and valuing children's responses. Children approached her confidently. The child minder constantly praised the children for their good behaviour and gave plenty of reassurance and cuddles when needed.

Children settled quickly into their routine and clearly have a sense of belonging. They have developed strong bonds of affection with the child minder and formed friendships with each other. Children interacted very well with each other and shared toys and cooperated with very little intervention needed from the child minder.

The child minder is confident and relaxed; successfully promoting children's all round development and ensuring their individual needs are met. She kept child development progress records and shared this information with each child's parents via a secure 'app' on line system. This system also captured children's observations, photographs, and general day-to-day activities. The child minder used this information to plan for each child's future developmental progress, play and learning experiences. The child minder's planning of activities was good, covering a range of topics and themes along with the celebrations of cultural events. The child minder took pride in motivating children's interest in their play and supported their learning by sitting next to them and talking about what they were doing.

3. Environment

Good

Summary

The child minder provides a home from home environment, which is welcoming and child friendly. It is safe, secure and suitable for purpose. The premises are well organised, clean, and provides a rich environment for play and learning. The child minder ensures resources are plentiful, suitable for various ages of children in attendance, and space is appropriately arranged to provide a range of activities.

Our findings

The child minder gives priority to ensuring the environment is safe. There is a secure system to restrict access as the main front door and interior hall door are locked when children are present. When we arrived, the child minder asked for our identification and we completed a visitors' record of our visit. The child minder had completed risk assessments for each area of the home used for child minding, ensuring that they were free from hazards. Safety gates were in situ throughout the home, the fire was protected by a fire guard and smoke alarms were in place. The child minder kept records which showed she regularly practised fire drills and the test certificate showed the gas heating system had been checked.

Overall, the rooms used for child minding are child friendly and gave children stimulating and varied play opportunities. The environment is light, bright, airy and clean. The layout provides sufficient space in different areas for children to play. For example, in the kitchen/dining room small and large tables and chairs were available for art, craft and/or messy play activities. Boxes of toys were clearly labelled with photographs and a written description of what toys were being kept in the boxes and they were easily accessible and visible to children.

The child minder ensures the toys, equipment and furniture are appropriate for children's use. She also ensures that the quality and variety of resources and equipment supports the development of children's skills. For example, sensory and creative toys, jigsaws, small world and construction toys.

4. Leadership and Management

Good

Summary

The child minder has a clear vision for her service and is committed to monitoring and improving the service. The child minder has effective partnerships in place with parents and has a good understanding of the regulations and national minimum standards, maintaining up to date policies, procedures and records.

Our findings

Leadership of the service is good. The child minder is well organised and provides a quality service. She has an informative statement of purpose, which had been reviewed and was up to date. The child minder has a comprehensive range of policies and procedures, which she also regularly reviews. She shares these with parents either in hard copy or on a secure online system. The child minder and members of her household over the age of 16 years have current and valid Disclosure and Barring Scheme checks.

The child minder methodically maintained the required records in relation to children's personal information, such as contracts, attendance records and emergency medical consent forms. The child minder had enrolled with the Information Commissioners Office and understood her responsibilities regarding General Data Protection Regulation. The child minder does not provide an "Active Offer" of the Welsh language, although the child minder used incidental Welsh words and sang Welsh songs with the minded children. The child minder also speaks fluent German and the children learnt some words in this language.

The child minder evaluates the quality of care of her service annually, planning for improvement by attending training courses, purchasing new toys and equipment, distributing questionnaires to parents and children and by using feedback positively to benefit the service. Feedback and completed questionnaires from parents and children gave extremely positive feedback about the child minder and her practice.

The child minder has open relationships with parents. They share information with each other at every opportunity. There are effective partnerships in place with parents with good communication and engagement systems that keep parents informed. These include a diary and observations of what each child has been involved in during the day, photographs and exchange of information when dropping off or collecting their child.

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 undertook an unannounced visit on 17 June 2019, for a period of approximately three and a half hours. A further announced visit was undertaken on 19 June 2019 for one hour to observe children over eight years of age. During the second visit the inspector provided feedback to the child minder.

During the visits we:

- observed practice and the care provided by the child minder;
- read some children's and parent returned questionnaires;
- spoke to the child minder and children;
- looked at a range of records including the statement of purpose, some policies and procedures, and contracts.

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	Ingke Terry
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	6:30am – 7:00pm Monday to Friday and Saturday 8:30am – 7:00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 October 2016
Dates of this inspection visit(s)	17 and 19 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?	The child minder does not provide the 'Active Offer' in relation to the Welsh language. We recommended that the service user considers the Welsh Government's "More Than Just Words" strategic guidance for Welsh Language in Social Care.
Additional Information:	

Date Published 19/08/2019