



Childcare Inspection Report on

Sarah Roberts

Aberdare



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Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to care for up to 10 children under the age of 12 years. She provides care from her home in the Godreaman area of Aberdare which she shares with her partner and three children, two of whom are under 12 years. The service currently operates Monday to Friday from 7:30am-6pm and is delivered through the English language with incidental Welsh used.

Summary of our findings

1. Overall assessment

Overall we found that children experience a good standard of care. Children are happy and their needs are at the centre of the service. The child minder makes good use of both the indoor and outdoor areas to provide activities that are interesting for children. This helps them to feel confident to explore, express their feelings and ask for help. The child minder is kind and caring with the children and there is mutual warmth and respect between her and the children present. Children benefit from a well organised environment that encourages them to make independent choices and promotes play, learning and development. Leadership and management of the service are generally efficient and the child minder's enjoyment of her work is evident.

2. Improvements

During the course of the inspection, the child minder made the following improvements to record keeping:

- Updated the Statement of Purpose;
- reviewed the fire evacuation procedure; and
- updated the safeguarding procedure and medication policy.

3. Requirements and recommendations

We identified an area of non compliance during this inspection. This was in relation to the child minder not ensuring all members of the household aged over 16 years held a Disclosure and Barring Service (DBS) certificate that was less than three years old as required by the regulations. We have not issued a non compliance notice on this occasion as the child minder took prompt action and arranged for the DBS certificate to be applied for and this needs to be submitted to CIW when it is received. The child minder must establish a more effective system to monitor when DBSs need to be renewed in the future.

We also made some recommendations during the inspection mainly relating to expanding the use of incidental Welsh, ensuring suitable eating facilities and the use of electronic equipment and mobile telephones. These are detailed in the body of the report and summarised towards the end of the report.

1. Well-being

Summary

Children experience a good quality, nurturing service which gives them a solid foundation for their learning and development. There is a relaxed and comfortable atmosphere within the home and children interact positively and express their views and opinions.

Our findings

1.1 To what extent do children have a voice?

Children speak or express themselves well and can communicate their needs in a variety of ways. We saw them making their preferences, needs and feelings known to the child minder both verbally and through expressions and gestures and they were responded to by the child minder. Children make appropriate choices and decisions because they are aware of the options available to them and are consulted over a range of issues. We saw children approaching the child minder confidently to chat or to ask for assistance. We observed the child minder encouraging children to choose what they wanted to play with and they were obviously very familiar with the choices available. At snack time, children chose to eat the snack that they had made rather than the one that had been planned.

Children are listened to attentively and their right to express themselves and to make independent choices is encouraged and respected by the child minder.

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

Children are safe and happy and receive consistent, nurturing care. We saw that they were familiar with the routine of the day, which was arranged to meet their needs. The children were comfortable, settled and relaxed and approached the child minder when needing help or assistance. We saw that they moved freely around the room accessing toys confidently. We heard that conversations between the children and the child minder were relaxed. There were lots of conversation and laughter and the children have obviously developed a bond with the child minder and enjoy their time at the setting.

Children feel safe and are happy with a child minder who values them.

1.3 How well do children interact?

Children interact and co-operate well with their peers and the child minder. Younger children are learning to express their needs. We heard children regularly saying please and thank you and they were consistently praised for positive behaviour, or being kind to their friends. Children are forming positive friendships at the service and there is an emphasis on the importance of working together and helping each other. Children knew the boundaries in place at the service and responded positively to gentle reminders to play nicely and share toys. Children were calm and relaxed even when they were really excited to take part in a cooking activity.

Children interact appropriately for their age and stage of development and have positive relationships with the child minder and each others.

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

Children enjoy and are engaged in their play. They can also relax and have quiet times. They have access to plenty of activities and resources which are appropriate for their age and stage of development. Throughout the visit there was a balance of both self directed and adult directed play available for the children to choose from. We saw the children play with a good selection of toys and all enjoyed playing and interacting with the child minder. At times, children played alone happily dressing dolls and nursing them to sleep. They really enjoyed dressing in chef's outfits and were pleased to have their photographs taken ready for a baking activity. They laughed together as a child's hair became static as the hat was new. They were very happy choosing and mixing the ingredients of 'power balls' and they learned about different types of foods and healthy eating. They couldn't wait to eat what they had made.

Children enjoy their play and learning very much.

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

Children are developing confidence and independence with a child minder who encourages them to do things for themselves and gives them time to carry out their chosen activities to discover how things work. They were encouraged to put on and take off their shoes and tidy away toys when they had finished playing. They also had opportunities for freely chosen and unstructured play activities. We saw that they were able to make things for themselves and took pride in doing so. Children were keen to try new things, they showed an interest and curiosity in their world around them and the play activities they were involved with. Children who were old enough, accessed the upstairs toilet independently and called to the child minder if they needed any help.

Children have a lot of influence over their play and learning and are encouraged to develop a range of self help skills and independence.

2. Care and Development

Summary

The child minder has systems and procedures in place which on the whole she implements effectively to ensure the care provided is safe, healthy and interesting for children. She has a number of qualifications and training certificates relevant to the role. She knows the children well and interactions are warm.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder understands her responsibilities in respect of safeguarding children. She has worked in child care for 10 years and has experience in respect of dealing with child protection matters. She had a good working knowledge of the signs of abuse and neglect and the procedure to record and report any concerns. We discussed concern records and the child minder provided an explanation of decision making and agreed to record this. The child minder completed online training in child protection and Prevent Duty in May 2018. The Prevent Duty, places a responsibility on providers to protect children from becoming radicalised. However, her safeguarding policy did not include the Prevent Duty or what action should be taken in the event of an allegation being made about the child minder or members of the household. The child minder has since updated the policy.

The child minder implements good practices in relation to healthy eating and lifestyles to improve outcomes for children. This includes ensuring children have regular exercise and providing them with healthy meal and snack options. The child minder has a current first aid certificate and has completed a Level 2 Award in Food Safety. She encouraged children to wash their hands regularly and provided individual flannels and towels to reduce the risk of cross infection. We saw children engage easily with these practices which they were familiar with. A medication policy is in place and we noted that medication is only given with prior written permission from parents but did not make it clear how liquid paracetamol would be administered. The child minder has since updated the medication policy to include this information. We looked at a sample of accident records and all were minor issues and records were fully completed. The child minder recorded incidents but any follow up information was not clearly recorded.

The child minder fully understands her responsibility to keep children safe and healthy and on the whole she does this well.

2.2 How well do practitioners manage interactions?

The child minder has a behaviour management policy which details how she will respond and deal with any unwanted behaviour. The child minder has high expectations for standards of behaviour and ensures the children understand what is expected. She

manages interactions very well and we saw that the child minder acted as a good role model for the children saying please and thank you and giving them time to repeat it. We saw the child minder praising the children for good behaviour, as well as supporting them to manage any unacceptable behaviour. She used distraction techniques to refocus children when needed and to encourage co-operation and sharing. Relationships were warm and the children were obviously fond of the child minder.

The child minder promotes and support positive interactions well and acts as a good role model.

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

The child minder provides a good variety of play and learning opportunities both indoors and outside to promote the children's all-round development. She provides care which is child centred and meets the children's needs. She knows the individual needs of children well through information from parents and undertaking regular observations of children in different areas of learning. Next steps in their learning are identified and planned for and linked to the records she maintains regarding children's developmental milestones. Activity planning evidenced a good range of interesting activities around monthly themes. During the inspection, the child minder extended children's thinking during activities. We heard her encourage conversation between children and heard subtle questioning, helping children to develop their communication and cognitive skills. For example, encouraging a child to talk about dressing the doll, 'is she cold?', 'what colour dress shall we put on her?' Also, the baking activity produced a discussion about favourite food, colour of ingredients and the importance of eating healthy food. Children were really interested in telling us about the time they went to pick blackberries, washed them and baked a crumble. The child minder did not use any Welsh during our visit and told us that this was an area that she had identified as requiring improvement and was looking into how she could do this.

The child minder promotes children's learning and development well by understanding their needs and responding to children as individuals.

3. Environment

Summary

The child minder's home is warm, welcoming and resourced to a very good standard. It is furnished in an appropriate way to offer a safe and accessible service. Access is limited to the large lounge and the upstairs toilet. There is an artificial grassed area to the rear of the property that is secure from the rest of the garden and suitable for use. Children's safety is ensured because the child minder has a good understanding of safety issues which is evidenced by comprehensive risk assessment documentation. Although the child minder is registered to care for 10 children, she explained that she realised that space was limited and she limited numbers as she relied on using the car. Therefore, she has not considered caring for that number of children at one time.

Our findings

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

The child minder is committed to providing a safe environment for children and has systems in place to support her to do this. She regularly completes and reviews risk assessments for the indoor and outdoor areas. She had also completed risk assessments for the dog and activities such as using the car and for use of equipment and offsite activities. We spoke with the child minder who was knowledgeable regarding how to keep children safe in her care. The top area of the rear garden has recently been refurbished with artificial grass, providing a safe and attractive area for the children. The bottom area is not used as the dog stays here and a gate prevents children accessing this area. The front door was locked throughout the visit and she kept records of visitors to her home and of children's attendance. We saw that a fire evacuation drills had taken place and were recorded appropriately. It did not include evacuation from the first floor. Other than the toilet, the upstairs rooms are not used by minded children however, the child minder's own child sleeps upstairs during child minding hours. The child minder has since reviewed the evacuation policy to include any possible impact on minded children and agreed to practice the new drill as soon as possible.

The child minder understands her responsibility to keep children safe and has appropriate systems in place to promote children's safety.

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

The child minder ensures that the environment is, on the whole suitable for children in her care. The living room is light and spacious and allows children space to move around independently. There is a flat and secure outside area which is accessed directly from the kitchen. The environment is homely and welcoming and is maintained to a good standard of

décor and cleanliness. It is resourced and furnished in a way that promotes independence and choice. Resources include a mud kitchen, shop and play food, dolls, books and lots more. Furniture is generally suitable for children. A low table and chairs is used by younger children for meal times and table top activities. There is no dining table for older children to eat, but the child minder told us that they only have a snack and eat at the low table or on a higher side table. We were told that minded children do not usually sleep at the premises but when they are out in the pushchair or when being transported in the car. There were settees where children could relax and we were told a travel cot was available and would be used in the lounge if needed. We discussed the number of children that she is currently registered for. She said that she would never consider looking after the maximum of 10 children as current play space is limited and would request a reduction to her maximum number of children.

Overall, the child minder ensures that a suitable environment is provided for the children currently cared for.

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

The child minder ensures that children have access to a wide range of good quality, developmentally appropriate play and learning resources and equipment, indoors and outdoors. Resources are appropriate and of good quality. They are sufficient in quantity to provide children with a good degree of variety and choice. Resources include books, games, arts and craft material, puzzles, construction, role play and dressing up. We saw that there was a selection of multi cultural and Welsh language resources. The child minder told us that she regularly cleans the toys and discards anything which is broken at once. She discussed her plans to purchase more wooden toys and equipment to further develop the outside resources. The child minder told us that she has a variety of car seats which she is confident in using in line with the law. Electronic equipment is used occasionally and the child minder had implemented rules about children bringing their own mobile phones to the service. However, this was not clearly outlined for parents and children to understand how this equipment will be monitored at the service.

The child minder ensures that there is suitable equipment and good range of well maintained resources.

4. Leadership and Management

Summary

The child minder manages most aspects of her service well. She is motivated, competent and open to new developments as a means of promoting positive outcomes to children and their families. She has a system in place to review her service on an annual basis but this was not sufficiently robust to ensure she remained compliant with all regulations and National Minimum Standards (NMS).

Our findings

4.1 How effective is leadership?

The child minder has a vision for the service and this is shared in her Statement of Purpose. The child minder has a variety of relevant policies and procedures which she has updated to reflect recent changes legislation and CIW's name. We saw that parents are provided with information prior to their children starting, to enable them to make an informed choice about using the service. We looked at a sample of well maintained records including children's individual records, contracts and a daily diary kept for the service as a whole. The child minder has registered with the Information Commissioners Office in relation to storing personal data and keeping herself updated with new legislation such as the General Data Protection Regulation (GDPR). Discussions with the child minder and viewing records showed that she uses documents from the CIW website and a professional support organisation to support her in managing her service.

The child minder manages her service well.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a system in place to annually review her service. The last quality of care report was submitted to CIW in 2017 with the Self Assessment of Service Statement. The child minder was in the process of completing a review for 2018. We discussed the fact that any review should support her to improve her service and ensure that she complied with the regulations and NMS. The last review had not alerted her to the fact that a household member's DBS check was due to be renewed and as a result had not been updated which made her non compliant with the regulations. The child minder has however, made a number of improvements to her service during inspection.

The child minder generally has suitable systems in place to evaluate and improve her service.

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

The child minder works alone and manages her time well. She has contingency plans in place to cover her in the event of an emergency. The child minder told us that she ensures that resources are well organised and readily available to facilitate planned activities. We saw that she had planned all activities well on the days we visited. She is proactive in ensuring that her training is updated and has certificates for all the required training such as paediatric first aid, safeguarding and food hygiene. She has also accessed online training in current matters relating to her service such as the Prevent Duty and GDPR. However, she has not ensured that DBS certificates for all persons living at home aged over 16 years have been updated. In the meantime, a condition has been imposed on the child minder's registration certificate in relation to this. The child minder has provided CIW with information outlining how she will ensure compliance with this condition.

The child minder manages her time well and plans around the children's needs. However, improvements are required to ensure children are safeguarded by ensuring she manages matters relevant to other members of the household more effectively.

4.4 How effective are partnerships?

The child minder understands the importance of working in partnership to ensure that children experience all the support required to meet their individual needs. Parents are provided with relevant information needed to make informed choices about the care of their child. She speaks to parents daily and has an informal approach to settling in, which is tailored to individual needs. The child minder uses a secure social media format to send messages and photographs to parents, with their permission, and also maintains a secure social media page. The child minder has also developed partnerships with other child minders to support her in any emergency.

Partnerships with parents and others are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The child minder should further improve her service by:

- Developing use of incidental Welsh;
- ensuring suitable eating facilities are available for all children cared for; and
- drawing up a policy outlining how any electronic equipment, including mobile telephones are used safely.

6. How we undertook this inspection

We undertook a full inspection of the service in line with CIW's normal inspection schedule. One inspector undertook two visits to the service, the first visit was unannounced. We provided feedback to the child minder as part of the inspection process. We used the following methodology:

- we undertook a visual inspection of the premises;
- we spoke with the child minder about how she runs her service and her plans for the future;
- we observed the children playing with each other and the child minder in her home;
- we looked at a range of paperwork including the child minder's policies and procedures, risk assessments, children's records, accident records and safety certificates;
- we considered the information held on the service by CIW including events notified to CIW by the child minder and Parts 1 and 2 of the Self Assessment of Service Statement returned to CIW by the child minder and
- we considered information sent to CIW during the course of 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	Sarah Roberts
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	6.30am to 6.30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	August 2015
Dates of this inspection visit(s)	5 September 2018 and 10 September 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 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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	