



# Childcare Inspection Report on

**Donna Humphreys**

**Pontypridd**



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## **Description of the service**

Donna Humphreys was registered in December 2014 to look after no more than 8 children. She provides care for children up to the age of 12 years. The service operates Monday to Friday between the hours of 7:00am and 6:00pm, from her home in Llantwit Fardre. The service is provided through the medium of English with some incidental Welsh used.

## **Summary of our findings**

### **1. Overall assessment**

Children who are cared for by the child minder are happy, listened to and have an affectionate bond with her. They are looked after in a safe and stimulating environment with plenty of play space indoors and outdoors. Leadership and management is organised and effective.

### **2. Improvements**

The child minder has completed her Level three QCF Child Care learning and Development in December 2018. She has also completed other training; Prevent Duty, Schemas and Observation in the early years.

### **3. Requirements and recommendations**

None

# **1. Well-being**

## **Summary**

Children feel safe, settled and happy at this service. They express themselves and are confident that non-verbal clues are recognised and acted upon. They interact well with each other and have warm relationships with their carer.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are listened to and are able to make choices. They are encouraged to speak and express themselves.

We saw children choosing activities available to them, as well as opening cupboards to access toys. One of the children kindly replied 'no' when he was asked if he would like to do some colouring in, and was allowed to carry on playing. When a child showed signs of wanting to sleep, he was settled down to sleep. However, he did not sleep and was asked if he wanted to come back to play, to which he replied 'yes' and he returned to play with the other children. At lunchtime, children confidently told the child minder when they had enough to eat.

Children express themselves clearly and confidently.

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

Children feel safe and relaxed and have positive attachments with the child minder.

We saw that children had settled into their play after being left by their parents/ carers. They regularly approached the child minder for cuddles or to ask for her help. Younger children settled to sleep promptly when they were ready to. When they woke up, they enjoyed a cuddle with the child minder. Younger children were a bit uncertain about our presence initially but soon involved us in their play. Parents told us that their children feel very safe and happy in the child minder's care.

Children are well settled, happy and relaxed. They have formed good bonds of affection with the child minder.

### **1.3 How well do children interact?**

Children play well together and learning to co-operate and be kind to each other.

Children mainly played alone and alongside each other and chatted happily to the child minder. They co-operated when they walked from the car to the school, staying close to the child minder. Children played together on the mat, and older children happily passed items to younger children. Children sat at the table for meals and informed the child minder when they had finished and ready to leave. Children said 'please' and 'thank you' or 'ta'.

Children's interaction is positive.

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

Children engage positively in their play and for appropriate length of time for their age and development.

We saw children engaged in their play. They ran around the lounge, laughing with excitement. We heard children use a play phone and had a conversation with their parents. Children laughed uncontrollably when they were tickled by the child minder whilst lying on the floor, and asked for 'more' when she stopped. We saw children play a game of 'pee-po' with a blanket as they hid from each other.

Children show enjoyment in their play and learning.

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

Children have a good variety of experiences, which promote their all-round development.

We saw children developed their skills as they took part in a range of activities such as craft activities, which was on display. Children made roaring noises whilst playing with dinosaurs, and was able to name the different types of dinosaurs. Children fed themselves at lunchtime and snack time, although some needed help and encouragement. Children used the toilet independently and washed their hands afterwards. Older children were able to change from their school uniform into their own clothes, and in private in the downstairs bathroom.

Children are developing well and their independence is promoted successfully.

## **2. Care and Development**

### **Summary**

Children receive care from an experienced and qualified child minder who is committed to meeting the needs of the children in her care and has up to date knowledge of child development. Interactions are managed positively and consistently. Children are kept safe at all times.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder has a good understanding of her role and responsibilities in relation to child protection. Children are kept safe and healthy with regular physical activities.

We saw the child minder had all relevant policies and procedures in place and they are reviewed as needed. The child minder showed a good understanding of child protection procedures and demonstrated confidence and a good understanding in making referral's should she need to. The child minder ensured children had regular physical activities, with walks and play time in the park. The child minder told us that she discussed healthy lunchbox options with parents prior to children starting at the service. Water was made available for children to drink throughout the day. The child minder washed her hands before preparing snacks and asked the children to wash their hands before mealtimes. We saw the child minder follow correct procedures when changing nappies; wore gloves and sanitised the mat between each child changed. The child minder gave safety messages when walking to the school to collect children.

Children are kept safe by a competent and effective child minder.

#### **2.2 How well do practitioners manage interactions?**

The child minder is an effective role model, who interacts positively with the children, acknowledging good behaviour.

We saw that the child minder effectively promoted children's all round development and we saw her praising good behaviours and achievements with comments such as "*that's fantastic*" and "*good moves!*" The child minder reaffirmed messages about playing nice and being nice to each other to all children. The child minder was very patient and calm and responded to children's needs at all times. She offered reassurance and cuddles to children who had just woken up.

The child minder manages behaviour effectively and consistently.

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

The child minder know the children very well, understand their needs, keeping parents well informed about their child's progress and the day they have had.

The child minder was able to tell us about children's needs and how they were met. She ensured all parents were kept updated about their child's day and gave verbal feedback when they were collected. The language of the service was English with some incidental Welsh. The child minder could identify children who needed to sleep and who showed signs of tiredness. The child minder told us that settling in period was as long as needed for the child and for the parent. The child minder showed a good understanding of stages of child development and recorded children's development on a milestone checklist. Activity planning was based on areas that needed developing.

The child minder effectively promotes children's play, learning and development.

### **3. Environment**

#### **Summary**

The environment is safe, clean and secure with sufficient play space inside and outside. Children have access to a variety of age appropriate resources which impacts positively on their well-being and learning. Resources are easily accessible for children and are stored safely.

#### **Our findings**

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

The child minder keeps the premises safe, clean, secure and tidy.

All doors to the property were kept locked at all times. We were asked to sign a visitors' log book on arrival and on departure. Children's arrival and departure times were recorded in the daily diary. We saw that detailed risk assessments were available and daily checklists for all areas completed. The child minder had a visit from food standards agency when first registered. Children had access to a secure garden area to the rear of the house. Fire drills were carried out monthly and details were recorded. We saw certificates that showed the heating system had been serviced in January 2018.

The child minder ensures the safety of the environment well.

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

The child minder ensures that the premises are welcoming and suitable and is well maintained and decorated.

We saw that children were well cared for in a play environment that was clean, child friendly and suitable for purpose. Children had access to the lounge and a downstairs bathroom. Resources were accessible to all children and they were able to choose from a selection in the cupboard and on the dining table. Young children sat in highchairs during mealtimes whilst the older children at the small table located in the lounge.

The child minder provides a stimulating play 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 equipment, which are suitable for the children's needs.

We saw that children had access to a selection of resources such as building blocks, puzzles, books (including Welsh ones), play kitchen, farm, cars, magnetic board with letters, dressing up clothes, musical instruments, cars, crayons and paper and small world play. Outside, there were water and sand tray, ride on cars, play house and a selection of balls. Board games were available for older children. Resources were clean and age and / or developmentally appropriate for all children in the child minder's care. The child minder



told us she had a supply of resources upstairs and alternates them to go with the current theme and the time of year.

The child minder has a good supply of suitable and age appropriate toys and resources.

## **4. Leadership and Management**

### **Summary**

The child minder is motivated and evidently enjoys looking after children. She complies with regulations and national minimum standards. The child minder manages the service well and gathers feedback when reviewing the service.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder ensures that she complies with regulations and the national minimum standards.

We saw that the statement of purpose provided a clear picture of what the service provided. All policies and procedures were in place and we saw that they were reviewed regularly. The child minder held detailed records of children's likes and dislikes, signed contracts and permission signatures from parents. The child minder completed logs of children's sleeping, eating and activities, which were given to parents at the end of each day. The child minder also sent photographs of their children to parents via a messaging app.

The child minder is efficient and well organised.

#### **4.2 How effective is self-evaluation and planning for improvement?**

The child minder reviews her service regularly and seeks feedback from parents, children and anyone else who has links with the service.

We saw that the child minder gathered parents' views through questionnaires. These were also available for children with happy, sad and 'not sure' faces to gain their views about the service. The child minder had taken their views into consideration and purchased tractors and jigsaws because children had asked for them. One parent had requested to pay for fees through electronically and this was arranged.

Self evaluation is effective and the child minder takes in the views and consideration of parents and children purposefully and uses the information to develop the service.

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

The child minder manages her business effectively and obtains the necessary checks.

The child minder understood her responsibility to inform the CSSIW of any changes to household members and / or to his service. The child minder is efficient and organised and ensured that all paperwork was completed correctly. The child minder's training had all been updated.

The child minder manages her business effectively to ensure good outcome for children.

#### **4.4 How effective are partnerships?**

The child minder has positive partnerships with children, parents and other child minders.

We received parents' questionnaire's back, which included very positive feedback on the service saying how their child had developed in all areas since attending and how happy their children were in the child minder's care. Parents said that she was a very positive role model for their children with a calm, gentle and caring nature. The child minder had regular contact with other child minders in the area and took children to local playgroups, music and movement classes, play centres and shops. The child minder had contingency plans in place for emergencies, which included a friend and a member of the family.

The child minder has positive partnerships with parents and the community, and is committed to ensuring good outcomes for children.

**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 inspection. One inspector undertook one unannounced visit to the service on 19 December 2018 for a total of four and half hours.

- We observed children and the care given to them by the child minder;
- we looked at a sample of documentation which included children's files, policies and procedures, medication and accident logs, training certificates and risk assessments;
- we spoke to the child minder and the children present;
- we handed out parent questionnaires and received two back and
- we inspected the premises indoors and outdoors.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Donna Humphreys
Registered maximum number of places	8
Age range of children	0 – 12 years
Opening hours	Monday to Friday 7.00am – 6.00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 May 2015
Dates of this inspection visit(s)	19 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 is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. However, incidental Welsh is used regularly by the chid minder.
Additional Information:	