



Childcare Inspection Report on

Nicola Bunton

Carmarthen

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Wednesday, 13 February 2019

Welsh Government © Crown copyright 2018.

*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.*

Description of the service

Nicola Bunton has been registered with CIW since January 2015. The child minder is registered to care for ten children and looks after children up to the age of 12 years, from her home in Nantagredig. The service operates Monday to Friday between the hours of 7:00am and 6:00pm. Welsh is the main language of the service.

Summary of our findings

1. Overall assessment

Children using this service are happy and enjoy their play and learning. They are cared for by a caring child minder. She offers a wide range of toys and resources in a stimulating environment. Leadership is very effective and the child minder is organised with all aspects of record keeping.

2. Improvements

The child minder completed her Level three qualification in child care, learning and development in August 2018.

We recommended that children use paper towels to dry their hands. This was rectified during inspection.

3. Requirements and recommendations

We made several recommendations in relation to care and development. These are listed at the back of the report.

1. Well-being

Summary

Children feel safe and happy at this service. Overall, children express themselves well knowing that their voice will be heard. Children enjoy their play and learning, and are engaged in their play. They are learning and developing skills and becoming independent.

Our findings

1.1 To what extent do children have a voice?

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

When we arrived, we saw children chose activities from the shelves and from a small unit located in the lounge. Children were asked whether they would like to go to playgroup and one answered 'no' and another replied 'yes'. They all went to playgroup. A child chose a book and took it to the child minder and asked her to read it. She was lifted onto the child minder's knee and had the story read to her. At lunchtime, not all children wanted to eat and they were left to play until they were ready to have their food. Children were asked where they wanted their beans and spaghetti; on their toast or on the side. One chose on the side whilst another child wanted it on his toast.

Children can be confident their voices are heard. .

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

Children are safe, and well settled. They have warm relationships with the child minder.

Children were encouraged to join in with activities at playgroup. We saw children approach the child minder for cuddles, and they called her name when they wanted her attention or help. Children were happy with our presence and asked us what we were doing. One child involved us in their play, making food and drinks in the play kitchen.

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

1.3 How well do children interact?

Children are learning to manage their behaviour, take turns and co-operate with support.

We saw children play together positively, working together to fill a digger with small cars. Children responded and said 'thank you', after being prompted to, when they were handed objects from the child minder. Children pretended to eat with plastic food and shared their food with us. We heard children say 'excuse me' when they were trying to get passed others who were in their way. Children needed reminding about being kind to each other and share toys, following a confrontation. They shook hands and were asked to say sorry to each other.

Children are beginning to understand about positive behaviours.

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

Children enjoy their play and the learning opportunities available to them.

Children were able to explore the environment freely and enjoyed quiet times. We saw children happily choose activities and move from one to another. One child chased another around the coffee table, and pretended to shoot each other. Another child enjoyed making meals for us; *“Have you finished your sandwich now? Do you want pudding?”* One of the children sang to her baby as she rocked him in her arms. She then had to change her baby because he had done a ‘wee wee’. During their play, we heard children sing Christmas songs as they went down the slide.

Children enjoy their play and learning and are engaged in opportunities available.

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

Children have a variety of experiences, which promote their development.

Children developed their skills as they took part in activities such as role play, outside play, sand and water play. We saw photographs of children baking and doing craft activities. Children were fed breakfast and lunch as they did not want to eat independently, even though they were able to. Before going outdoors, children were helped to put their coats and shoes on. Children who were able to, used the toilet independently and washed their hands afterwards.

Children are developing well, although they do not have many opportunities to become independent.

2. Care and Development

Summary

Children receive appropriate care from a caring child minder. She keeps children safe and healthy and has knowledge of child development. Interactions are not always managed positively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

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

We saw that the child minder had all relevant policies and procedures in place and they had been reviewed this year. The child minder showed an understanding of child protection procedures when we discussed scenarios. However, she initially said she would contact us if there was a concern, even though the policy states to contact social services department. The child minder ensured children had regular physical activities, mainly to the park and local playgroups. We saw that the child minder did not wear gloves or apron when changing nappies, and she said that parents were happy with this. However, the nappy changing policy stated that she would wear apron and gloves. The child minder washed her hands afterwards. The child minder did not always ensure children washed their hands before mealtimes and children used the same hand towel to dry their hands when they did. The child minder replaced this with paper towels.

The child minder is not always consistent in keeping children safe and healthy and does not follow her policies.

2.2 How well do practitioners manage interactions?

The child minder interacts positively with the children, although she is not always positive when managing confrontations or negative behaviours.

The child minder interacted on the whole, positively with the children and we saw her praising good behaviours and achievements with comments such as "*well done for eating all you snack*" and "*what do we say?.....thank you*". The child minder gave a 'high five' to a child who had eaten all their food. However, when there was a confrontation between two children, the child minder responded with "*no, no....you don't do that. Come away from there and don't look at me like that*" The child minder also removed a child from a situation where there was disagreement over toys.

The child minder is not always positive and effective when managing 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 well, understand their needs, keeping parents informed about their children.

The child minder was able to tell us about children's needs and how she met them..

Feedback was given verbally at the end of each day to some parents whilst others chose a daily diary which was used by the child minder and parents. The language of the service was mainly Welsh with some English. The child minder could identify children who needed to sleep and who showed signs of tiredness, and encouraged quiet times after attending playgroup. The child minder used opportunities at meal times to discuss colours and shapes and counted with the children. The child minder promoted road safety awareness with the children when they walked over to the school; listening to traffic, looking both ways to see if the road was clear and holding hands at all times.

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

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.

The premises were safe and secure and doors remained closed and locked. There was a log of visitors to the service and children's actual arrival and departure times were recorded. We saw that risk assessments checks were completed by the child minder. The child minder had informed the food standards agency of her service but had not been inspected. We saw the child minder carry out good hygiene practice's when preparing and handling food. Young children sat on boosters on dining chairs at the table and highchairs were available.

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. The front lounge was the designated playroom for the children with resources at their level and ample play space. The kitchen was spacious and allowed enough room for a highchair, a large dining table for older children to sit around to have their meals as well carry out craft activities. The child minder told us that children had access to the rear garden as well as the large area to the front of the house which had a trampoline, slide and swings.

The child minder provides a stimulating and spacious 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 jigsaws, dolls and pushchairs, lotto games and board games for older children, play kitchen with food and crockery, tractors, cars, trucks colouring and craft materials, sensory play resources, train set, small world play and a selection of books. Resources were clean and age and / or developmentally appropriate for all children in the child minder's care. The child minder told

us she holds a large supply of resources stored upstairs and alternates them to keep children interested.

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

4. Leadership and Management

Summary

The child minder complies with regulations and national minimum standards. The child minder manages the service well and gathers feedback from parents to review the service.

Our findings

4.1 How effective is leadership?

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

All policies and procedures were in place and we saw that they were reviewed annually, usually around the month of September. However, the nappy changing policy was not correct and needed updating. The child minder sent regular text messages and photographs of their children to parents. The child minder told us that she enjoyed her role in caring for the children. The child minder did not have an awareness of the 'Prevent Duty' and we discussed the need to familiarise herself with the guidance.

Leadership is generally effective.

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

The child minder reviews her service regularly and seeks feedback from parents.

We saw that the child minder used questionnaires and discussion with parents to review her service. We discussed with the child minder the need to take into consideration the views of children towards the next quality of care review.

The child minder's self-evaluation is basic and requires developing.

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

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

The child minder understood her responsibility to inform the CIW of any changes to household members and / or to her service. We viewed children's files and saw that the child minder had all paperwork completed, permission letters signed correctly and contracts were in place between parents and the child minder. We did not see any accident logs as there had not been any since registration. The child minder's training had been updated and she had completed a level three qualification.

The child minder manages her business appropriately.

4.4 How effective are partnerships?

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

We received three parents' questionnaire's, which included positive feedback on the service telling us they were kept well informed about their child's progress. The child minder had contact with other child minders where they met at local playgroups. The child minder took children to local beaches, soft play areas, gardens and local parks.

The child minder has good partnerships with parents and other child minders 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

We recommended the child minder

- Ensures children wash their hands prior to all mealtimes;
- provide paper towels for children to dry their hands;
- record all accidents, however minor they are;;
- update the nappy changing policy;
- review and update behaviour management training;
- enquire whether she needs to register with the Information Commissioners Office and
- familiarise herself with the 'Prevent Duty' guidance.

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 11 December 2018 and an announced visit on the 13 December for a total of five and half hours. We gave feedback over the telephone on 20 December 2018 for 30 minutes.

- 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 three back;
- we walked with the child minder to take children to the local school;
- we attended the local playgroup for the morning and
- we inspected the premises indoors and outdoors.

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	Nicola Bunton
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	Monday to Friday 7.00am – 6.00pm
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	23 June 2015
Dates of this inspection visit(s)	11 and 13 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 provides an ‘Active Offer’ of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	