



# Childcare Inspection Report on

**Helen Higgins**

**Porth**



**Date Inspection Completed**

29/05/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	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
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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

### Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Adequate
<a href="#">Leadership and Management</a>	Good

#### 1. Overall assessment

Helen Higgins provides a service from her family home in the village of Porth. Her service operates Monday to Friday 7:00 –18:00. Care is provided for children under 12 years and she is registered to care for no more than six children at any one time. English is the main language of the service.

#### 2. Improvements

Since the last inspection, the child minder has moved house. This has ensured she can continue to provide children with a suitable environment in which they can play and learn. The child minder has also completed online training on the 'Prevent Duty'.

#### 3. Requirements and recommendations

We made recommendations in relation to the environment and leadership and management. These are listed at the back of the report.

# 1. Well-being

**Good**

## **Summary**

Children have a clear voice and feel safe and happy at this service. They interact well and have a good relationship with the child minder. They enjoy their play and learning and have good opportunities to develop their independence.

## **Our findings**

Children had choices and were free to move around the environment. They moved from one room to another so they could access items they wanted or complete one of the different activities available. For example, they went in the kitchen, as they wanted to do craft activities at the table. Children were confident to talk to each other and the child minder about what they wanted and what they would like to do. For example, a child requested sparkly pipe cleaners and sticker jewels, which the child minder provided for them.

Children were settled and relaxed. They were comfortable in the environment and had formed positive relationships with the child minder, which ensured they felt happy and content in her care. Children were listened to and their achievements celebrated, resulting in them feeling valued.

Children interacted well with each other. They played cooperatively together and with others. For example, children asked us to join in their craft activity, "Do you want me to make flowers?" Children were well mannered and polite, saying please and thank you with a few reminders from the child minder. For example, when handed their snack from the childminder.

Children were all busy and actively involved in an activity they had chosen. They enjoyed their experiences and were able to follow their interests as they had free access to suitable resources. Children showed excitement in what they were doing. For example, children wanted the child minder to join in; dancing to favourite songs played on the TV and copy the movements. Younger children also joined in excitedly dancing to familiar songs. Children could develop their independence as they were allowed to complete tasks for themselves. Young children were encouraged to feed themselves independently.

## **2. Care and Development**

**Good**

### **Summary**

The child minder implements positive practices and routines that ensure children are safe and they follow effective hygiene practices. She is a good role model and manages interactions positively. The child minder provides a range of suitable opportunities that inspire the children to play and learn.

### **Our findings**

The child minder implemented positive practices to keep children safe. She had completed safeguarding training, which ensured she knew the correct procedure to follow should she have concerns about a child. Children's attendance and departure times were recorded daily. The child minder had an emergency evacuation procedure in place and this was practiced with the children during fire drills. Hygiene practices supported children to be healthy. For example, the child minder and children washed their hands at appropriate times. The child minder offered children drinks at regular intervals to ensure they were kept hydrated. She offered regular opportunities for children to be active and get fresh air. This included being able to access the garden or through planned trips to places such as the park.

The child minder managed interactions well and consistently. She listened intently to the children, responding in an appropriate and caring manner. The child minder was involved in the children's play. She sat with them and joined in their play. For example, when building blocks on the floor, the child minder counted blocks and named the colours. The child minder ensured children felt valued, as their individual ideas and needs were known and respected.

The child minder knew the children well and provided them with appropriate resources and activities to support their learning and development. This had a positive impact on the children's language and communication development. Discussions with children and observations we made evidenced the child minder planned a good range of activities and opportunities for the children. This included outings to places including the park, swimming pool and local walks in the woods. We noted that most of the children's progress shared electronically with parents and there was no written, pictorial or individual records available. The child minder provided children with a range of toys and resources that were suitable for their age and stage of development and ensured she chose ones which kept them inspired and interested. For example, older children enjoyed creating pictures using various materials. Children told us this was their favourite activity to do.

### **3. Environment**

**Adequate**

#### **Summary**

The environment is mostly safe and secure with all the relevant checks being completed. The child minder provides a well maintained, homely and child friendly environment where children feel content and relaxed. Resources are of a good quality and suitable for the children being cared for.

#### **Our findings**

The environment was secure with the main entrance locked. Relevant checks were completed, including gas, ensuring they were safe. Risk assessments were completed on all areas of the environment however, some areas still posed some risks to children. For example, there was no safety gate at the bottom of the stairs and the kitchen cupboard where cleaning resources were stored were accessible to the children. The environment was well maintained and children had access to the patio area at the rear of the house, which was secured at all times.

The environment was spacious, light and bright and provided a warm and welcoming atmosphere where children felt relaxed and comfortable. Children had access to the lounge, kitchen and garden area. These were equipped with a range of resources, which allowed the children to take part in certain activities. For example, the living room was generally used for toys and games or by the older children when they wanted to have their own space. The garden was well kept and consisted of a patio area. Younger children had highchairs to sit at during mealtimes and were part of the social event of eating together.

Resources were of a good quality and suitable for the ages and stages of development of the children attending. They were stored appropriately so children could access them freely. The storage shed outside meant outdoor toys were kept clean and well maintained.

## **4. Leadership and Management**

**Good**

### **Summary**

The child minder manages her service well and ensures all documentation is up to date and well organised. She self-evaluates the care and service she offers. The child minder ensures her core training is kept up to date and that all relevant persons living on the premises have the required checks. Positive partnerships are developed with parents and other child minders

### **Our findings**

The child minder had a clear vision of the service she provided and this was shared effectively through the statement of purpose. This allowed parents to make an informed decision about the care they wanted for their child. All required policies, procedures, child records and other documentation was up to date. The child minder understood the regulations and minimum standards and ensured these were met or exceeded.

The child minder had a current quality of care report and we were told that parents were consulted as part of the process. However, their views and comments were not included in the review.

The child minder ensured all her core training was kept up to date. This included paediatric first aid and safeguarding. The child minder had made sure that all household members over the age of 16 had up to Disclosure and Barring Service checks that were kept updated.

The child minder had developed a positive relationship with parents. She kept in regular contact with them through social media and texts. This allowed her to share information, children's progress and give reassurance to parents that their child was happy and enjoying the activities.

## **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 that the child minder;

- ensures that young children are unable to access the stairs unsupervised;
- store all cleaning materials away from the reach of children and
- ensure children's and parents views and comments are included in future quality of care reviews.

## **6. How we undertook this inspection**

This was a full, announced inspection undertaken as part of our schedule of inspections. One inspector visited the service on 29 April 2019 from 9:30am to 1:00pm.

We:

- viewed risk assessments, policies and procedures, registers and children's files;
- observed children's engagement and the care being provided by the child minder;
- spoke to the children and child minder;
- looked at four parent questionnaires sent out by the child minder;
- inspected areas used by the children, and
- gave feedback over the phone for a total of 30 minutes.

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

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

## 7. About the service

Type of care provided	Child Minder
Registered Person	Helen Higgins
Registered maximum number of places	6
Age range of children	0 – 8 years
Opening hours	Monday to Friday 7.00am – 6.00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 August 2015
Dates of this inspection visit(s)	29 May 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. 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 17/07/2019