



Childcare Inspection Report on

Julie Bartlett

Pontypridd



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Description of the service

Julie Bartlett was registered as a child minder in 2005. She cares for a maximum of 10 children aged 3 months to 12 years old from a house in Pontypridd. The service operates Monday to Friday 7:30am to 5:30pm. The main language of the service is English, however some incidental Welsh is used.

Summary of our findings

1. Overall assessment

Overall, we the Care Inspectorate Wales (CIW) found that children have a strong voice within the service and are confident that they will be listened to. The children feel safe, happy and settled and thoroughly enjoy their time with the child minder. The level of behaviour is good and the child minder has fostered a positive ethos for the children to thrive and develop. The child minder works sufficiently to ensure that the premises are safe and secure and provides a supportive environment. There is a range of toys, resources and equipment suitable for the children's needs and development and the child minder is improving the outdoor environment. Leadership is organised and safe, however files should be fully complete with more detail included in all records. Parents are highly complementary of the child minder and her service.

2. Improvements

Since the last inspection the child minder has updated the Statement of Purpose to include details of a complaints policy in line with the National Minimum Standard and details of the role of Care Inspectorate Wales with regard to dealing with concerns. She has clarified the role of her partner in her childminding arrangements, provided individual hand drying facilities for children to minimise the spread of germs and removed the toilet brush from the washroom area.

During the course of this inspection the child minder has updated her Statement of Purpose to include details of routines.

3. Requirements and recommendations

We notified the child minder that she was non-compliant with:

- Health and safety; this is because she did not have written risk assessments in place for the premises;
- health and Safety; this is because the front door was not securely locked at all times;
- health and Safety; this is because there was low hanging cord in the dining room and playroom which is a potential hazard to children;
- records; this is because there is no written record kept of children's actual attendance time and
- notification of change; this is because the child minder did not notify the CIW of a change of any person living at the premises.

We did not issue a non-compliance notice on this occasion, as there was no identified impact on the children attending.

Some recommendations have been made at the back of this report.

1. Well-being

Summary

Our findings

Children are well settled and comfortable with the child minder. They are able to express their interests and needs and are confident they will be met. Children interact well and show care towards each other. They are able to develop their interests and independence and show affection toward the child minder and her family.

1.1 To what extent do children have a voice?

Children are given a choice in all aspects of their play, learning and experiences.

We saw that the children had lots of choices for example when a child pointed to the book shelf, she was given the books and could choose which one she wanted to see. Children had a choice of what they wanted to eat first from their lunch box and if they wanted the sandwiches on their plate or from the box. There was a choice of milk, sugar free squash or water and children choose which fruit they wanted as an after school snack. Children had choices regarding their activities including play or doing craft activities or games and freely moved around the playroom choosing what to play with.

Children have a strong voice.

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

Children feel relaxed, happy and comfortable.

Children were well settled, we saw them playing with the child minder and other children. We also saw that they were happy to play by themselves, putting a blanket on a doll and pushing it in a pushchair. We heard children calling for the child minders husband and were obviously very happy and excited to see him. Children were contented and relaxed, offering us biscuits and asking us and the child minder to join in with their play. They were happy to cuddle with the child minder especially around unfamiliar people. Older children were very confident and calm. We saw smiling faces whilst playing and they told us they enjoyed attending and playing with their friends.

Children feel very safe, happy and secure with the child minder.

1.3 How well do children interact?

Children interact well with each other and show warmth towards the child minder.

We saw children chatting happily with the child minder, with us and the child minder's husband. The two younger children played well together or alongside each other. The older children were happy to look after the younger ones and join in their play. For example they willingly took part in role playing a car journey. We saw that behaviour is very good, with the child minder willing to work with parents to reduce negative behaviour. Children were enthusiastic for us to join in with their play with one child tapping the floor for us to sit with her to look at books.

Children interact positively.

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

Children show enthusiasm and enjoyment during their play and learning.

We saw children enjoying books, colouring and singing songs. For their age, the children sustained their interest such as looking at books, playing with dolls and drawing. Children seemed to enjoy the animals as a table top activity, adapting their play to suit their interests. We saw children pretending to be on the phone, playing with the fire station whilst making “woo woo” sounds, playing board games and doing jigsaws.

Children enjoy their play and learning.

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

Children were confident and have opportunities to develop their independence skills.

We saw a range of play and learning opportunities to develop the children’s literacy, creative, imaginary and social skills. We saw some craft activities; displayed on wall/windows, children’s photographs showing past activities and experiences and a range of toys and resources. Children developed their independence skills by participating in the lunch routine including wiping and laying the table themselves. They freely chose activities which took their interest, however not all toys and resources were fully accessible due to the tall storage units and shelves. The older children used the toilet independently with younger children being offered help if needed. There was a step up to allow all children access to the sink to wash their hands. Older children also helped the younger children spell whilst providing us with feedback.

Children develop, learn and become independent effectively.

2. Care and Development

Summary

The child minder works with care and concern to keep children safe and happy. She is able to recognise when children are upset or not themselves and will work to ensure the children are happy and settled. She is always willing to promote the children's play, learning and development and manages the children's interactions positively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder works well to keep children safe and healthy but some improvements are needed.

We could see that the child minder was very aware of the children's needs and how to keep them safe. For example she could talk about the children and their abilities and likes and also knew when to give reassurance to shy/nervous children. The child minder recorded medication given to the children, however did not keep a detailed copy for her own records. She followed good hygiene practices including the use of gloves to change a nappy and used antibacterial spray to clean the mat afterwards but no apron was worn. The child minder reminded children to wash their hands, cleaned a toy with antibacterial spray after a child had dropped it in the bathroom and wiped the table before lunch. However when serving lunch a different unwiped table was used for one of the children. We saw that she had a range of policies and procedures in place, however not all documents were dated and signed. The child minder had house rules in place and children were securely strapped into the buggy whilst on a school run. She consistently gave children safety messages including when a child stood on a chair or put a pencil near her ear. We saw a range of healthy snacks of fruit were on offer as well as a range of healthy drinks. The child minder was aware of her duties in relation to safeguarding and gave appropriate responses when discussing a safeguarding scenario.

The child minder sufficiently keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder works well with the children to manage interactions.

The child minder was seen to happily chat with the children throughout our visit. She offered choices consistently and ensured the children were involved in activities. The child minder was happy to play with the children in any activity. For example playing with dolls and a buggy, drawing and reading books. We heard some Welsh being spoken including "*diolch*" and "*golchi dwylo*". The child minder responded to children's non-verbal requests such as pointing to items or nods for drinks or toys/books. During lunch the child minder sat with the children and encouraged socialisation by chatting with the children. When discussing a behaviour scenario, the child minder was able to explain how she would deal with the situation and explained how she had recently worked with parents to improve behaviour relating to the use of electronics while in her care. Good behaviour was observed with the child minder reminding children to use manners if they forgot.

The child minder manages interactions effectively.

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

The child minder is aware of the individual needs of the children and will actively encourage, support and help children in their play and learning.

The child minder spoke about the children with affection and could explain the likes, dislikes and needs of the children. For example the child minder explained that one of the children was quite shy and offered her cuddles and reassurance until she became more settled. During activities, the child minder was constantly talking and asking questions to the children including colours of pencils whilst drawing, the things seen in books and the different animals they played with. Without hesitation, the child minder would join in with any activities or play the children invited her to participate in. The child minder used basic Welsh with the children and we saw some Welsh books of offer. There were some resources which developed multiculturalism including a doll and activities related to different celebrations. We heard the child minder praising the older children for their behaviour and supporting younger children. The child minder kept a daily diary for younger children, which they took home each day, it contained information on food intake, nappy changes, general observation, activities, sleep and behaviour. There was no written record of the children's development even though the child minder did verbally update parents on their child's progress or achievements. The child minder told us that she used the local park with the children while her garden was being renovated to ensure the children did not miss out on outdoor time.

The child minder promotes the children's play, learning and development well and is able to meet their individual needs.

3. Environment

Summary

The child minder works reasonably well to ensure the environment is safe and suitable for the children in her care, however, some improvements need to be made. Toys, resources and equipment are suitable for the children and the environment is clean and well maintained.

Our findings

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

The child minder manages the environment relatively well and has a generally safe setting for children.

The child minder keeps a record of her fridge temperature where she kept the children's lunches and had completed an online course in food hygiene training, however she had not registered with the Environmental Health Department for food hygiene. The child minder locked cupboards which contained dangerous substances and a fire blanket was available but it was not wall mounted. There were fire exit signs about both doors in the playroom, however there were low hanging blinds cord in the dining room and playroom. The premises were clean and well maintained and had a large enclosed garden with locked gates on either side, however the front door was not always locked. The child minder explained that she undertook visual risk assessments each day, however there was no written record of them. Visitors signed a visitor's book including the builder who was on the premises but not in the house.

The child minder works adequately to ensure the safety of the environment.

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

The child minder creates a supportive, comfortable and homely environment.

The premises comprised of a playroom, toilet, a dining room and a large garden; which was currently being developed. The toilet was easily accessible through the playroom and had another door which allowed children to get to the garden or to the dining room. In the playroom there was a large, airy window which created lots of natural light and a sofa which allowed children to relax and have some quiet time. Equipment was suitable for the children including small table and chairs and a step up to the sink. The toys and resources were kept in bookshelves or drawers and any resources which were out of reach were given once the children asked. The child minder told us that the garden was being developed to make it more suitable for the children and at this time was unusable. However she would take the children to the park.

The environment is appropriately suitable for children.

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

The child minder provides a good range of toys, resources and equipment for the children to use and is able to maintain the resources safely.

The child minder provided the children with a range of resources and toys suitable for the age and development of the children. This included dolls, educational items, board games for older and younger children, a PlayStation with games. We saw small world play people, cars, train tracks, small plastic animals, dolls houses and a fire station for imaginary play. We also saw books, jigsaws, DVDs and videos as well as a range of arts and crafts resources. There were some Welsh books and multicultural toys available. The toys and resources seemed to be in clean, well maintained condition and the child minder explained that toys were rotated regularly to keep the children's interests. She explained that she completes a visual check of toys and resources and throws them if broken.

The child minder sufficiently ensures the quality of resources and equipment.

4. Leadership and Management

Summary

Leadership is reasonable and meets most of the regulations and standards. Most documentation is in place however, some detail was missing and files were not consistent in the information they held. The child minder uses self-evaluation as a tool to review her service and she has developed effective relationships with parents.

Our findings

4.1 How effective is leadership?

The child minder maintains fair records and adheres to most of the relevant regulations and minimum standards.

The child minder provided all documentation; however, she had not updated the CIW with the new DBS certificates and had failed to notify the CIW of a change of any persons living at the premises. There was a clear statement of purpose, however the routines of the children were not included. We looked at children's files which included some information but there was inconsistency in the information held including permission slips and emergency medical consents. Policies and procedures were seen but not all of them were dated for validity and review purposes. The safeguarding policy was available, however it did not include information to explain how an allegation against the child minder would be dealt with. Fire drills were carried out regularly and recorded, however the child minder did not record the time the drill was carried out, which escape route was used and any issues which were encountered. The child minder kept a diary as her main place of recording general information, including which children attended each day, however actual attendance times were not recorded.

Leadership is reasonably effective.

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

The child minder has a system in place for feedback.

The child minder used questionnaires as a way of self-evaluating her service. There were adult and children's questionnaires all completed with very positive feedback. Adult responses included *'we wouldn't be without her'*, *'she treats F like a member of the family'* and *'J is my saviour...offers love and support that matches that of any parent'*. Children's responses included *'everyone is kind'* and *'everyone has fun'*. She has produced a Quality of Care report and has begun improvement works in the outdoor area.

The child minder has a good system for self-evaluation.

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

The child minder is suitably qualified and has a range of experience.

The child minder holds a Level 3 qualification in Child Care, Learning and Development and has worked for many years as a child minder. She has completed a number of courses including a Level 2 Data Protection course, a Level 2 Child Exploitation and Online Safety course and a PREVENT course. She told us she enjoyed doing online courses and would consider further training in the future. She had her paperwork in files and on the whole was organised, however not all information was complete and some documents were not in place or missing.

The child minder is mainly organised and effective in the management of her paperwork and continuing professional development.

4.4 How effective are partnerships?

The child minder has developed partnerships with parents and the local community.

The child minder had developed good relationships with the parents as well as children. At collection time we heard the child minder sharing information about their child's day. When we spoke to parents who gave positive feedback and spoke fondly of the child minder and the flexible service she offers. Comments include *"Like a god send"* and *"I don't worry whatsoever"*. Children's comments about the child minder and their experiences included *"I enjoy playing with my friends"*, *"I like to play board games and play with the baby's"* and *"dwi yn hoffi lliwio"*. As well as working with parents the child minder has developed a good relationship with groups in the community including taking children to the local parks, toddler group, tiny tumblers and popping to the local shop and Post Office where children pay for items or buy stamps.

The child minder is developing secure partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

Regulation 16(1): The child minder must make suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children. This is because the child minder failed to carry out a quality of care review for her service. The child minder is fully compliant with this regulation.

5.2 Recommendations for improvement

We recommend that the child minder should:

- keep her own fully detailed record of medication given to children in her care;
- consider keeping a written record of the children's development;
- ensure that all of the children's files holds all relevant information, permissions and consents and that they are fully complete;
- ensure that fire drill records include information on the time the drill was carried out, which escape route was used and any issue which were encountered;
- wall mount the fire blanket to ensure easy and quick access;
- register with the local council for food hygiene;
- ensure that all policies and procedures are reviewed annually, dated and signed;
- update the safeguarding policy to include information which explains how allegations against the child minder will be dealt with;
- send the updated DBS certificate to the local CIW office;
- use an apron when changing nappies;
- ensure that toys are stored at a lower level to ensure the children have full access to all resources and
- ensure that all surfaces are wiped where food is likely to be consumed.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

Two inspectors visited the service on 21 February 2019 for approximately 3 and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children, some parents and the child minder;
- provided questionnaires to be issued to parents and children and
- provided detailed telephone feedback to the child minder on 25 February 2019.

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	Julie Bartlett
Registered maximum number of places	10
Age range of children	3 months to 12 years
Opening hours	Monday to Friday 7:30am to 5:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 June 2015
Dates of this inspection visit(s)	20 February 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 people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	