



Childcare Inspection Report on

Denise Colcomb

Pontypridd



Date of Publication

17 December 2018

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Description of the service

Denise Colcomb was registered as a child minder in March 2015. She cares for a maximum of ten children aged under 12 years from her home in Beddau, Pontypridd. Her husband, Paul Colcomb is her assistant. The service operates Monday to Friday 7:00am to 6:00pm. The main language of the service is English, however, some basic Welsh is promoted.

Summary of our findings

1. Overall assessment

Overall, Care Inspectorate Wales (CIW) found that children are relaxed and settled with the child minder. They enjoy their play and interact well. Children are cared for by a caring child minder in a comfortable environment. There are plenty of age appropriate resources for their play. The child minder maintains suitable partnerships with parents. The business is managed satisfactorily. Some improvements are needed in some areas.

2. Improvements

Since the last inspection, the child minder had updated her statement of purpose and complaints policy.

3. Requirements and recommendations

We notified the child minder that she was non compliant regarding:

- Suitability of workers; this is because the child minder did not have a completed file on her assistant, and supervisions and appraisals had not taken place. We did not issue a non compliance notice on this occasion because the assistant had a current Disclosure and Barring Service (DBS) check and first aid certificate.
- Keeping of records, this is because actual arrival and departure times of the children were not recorded. We did not issue a non compliance notice on this occasion because there was no significant impact on the children attending.

Recommendations have been made at the back of this report.

1. Well-being

Summary

Children enjoy their play at this child minder's service. They have a sufficient voice and feel safe and happy. The children are developing relatively well and are learning to share and become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to make choices and to express themselves.

Children had choices of what to play with. Children were able to choose from a selection of toys offered to them, for example, they had farms, animals and train tracks laid out in the playroom. When one child was asked if they wanted the aeroplane, they confidently stated, "*no, I'm playing with my farm*". They helped themselves from the low level storage boxes within easy reach and when they wished to play with other toys, we saw a child choose more animals from the large selection stored in the boxes. Children were given a choice of fruits and/or breadsticks for snack, and one child chose to have pasta with his sausage, instead of mashed potato. Children were not able to help themselves to their drinks, as these were stored out of their reach. Children freely moved around the playroom with confidence.

Children have a good voice.

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

Children are settled and have a good relationship with the child minder.

Children were happy and settled. We saw that children had good bonds of affection with the child minder; one child awoke from a sleep, and was happy to be held and talked to quietly, until happy to join in with the other children. One child we spoke to said "*Denise is kind, I like coming here*" and one parental questionnaire stated "*X talks about you with love and affection*". Children responded positively with smiling faces when they had praise for their efforts, such as when they shared their toys. Older children happily chatted to us, and the child minder about what they wanted to be when they grew up, with one child saying they wanted to be a child minder, and everyone laughed.

Children have good attachments and feel safe.

1.3 How well do children interact?

Children co-operate and interact well, they are confident in their interactions with the child minder.

Children's behaviour was good overall. We saw them interact confidently and were relaxed with the child minder and each other. Minor squabbles took place when two younger children wanted the same thing. For example, when one child wanted a fried egg to fry in their frying pan, or both wanted the same horse for the farm. One younger

child told another to stop shouting at him, and with some reassurance from the child minder, they carried on playing well together. The older children were chatty to each other, the child minder and us, and there was a good humoured conversation about their future careers. Overall, children were encouraged to have good manners; we heard them repeat 'please and thank you'.

Children are beginning to interact successfully.

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

Children are interested in their play activities and enjoy free play.

We saw that children enjoyed their time with the child minder; they played for a considerable time with the farm, and Mr Potato Head, where they named the parts as they added them. They used their imagination to play with the farm animals, and the train tracks. Older children told us they liked playing the 'hairdresser' game on the iPad, and they liked the Lego. Children were very pleased at their achievements, with one child showing us their Harry Potter picture they had drawn whilst waiting for tea. Children had access to a suitable supply of age appropriate play resources.

Children enjoy their play very much.

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

Children are motivated and are developing their individual skills.

Children who wanted to go to the toilet were encouraged to go upstairs on their own, whilst the child minder kept an eye on them from the bottom of the stairs. They shouted to the child minder when they had finished and with encouragement, flushed the chain and washed their hands. We saw older children arriving from school, who, without prompting, took off their coats and bags and went straight upstairs to wash their hands before sitting down to eat their dinner. Children ate their lunch independently, with some children choosing to have their sausage on their dinner whole, so that they could cut it themselves. A child playing with play-food asked what sweetcorn was. When told by the child minder what it was, they repeated it, and showed it to another child.

Children are developing, learning and gaining independence satisfactorily.

2. Care and Development

Summary

The child minder knows the children in her care well and supports them appropriately. The child minder positively manages children's interactions in a kind and caring manner, and mostly keeps children safe. Some minor improvements are needed in this area.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has good measures in place to ensure children are safe and healthy.

The child minder was aware of her duties and responsibilities to report any concerns in relation to safeguarding. The child minder and her assistant had attended training in child protection, food hygiene and first aid during this year. We saw she had Prevent Duty guidance, what to look out for if concerned about radicalisation, and a terrorist attack policy within her file. The child minder had policies in relation to the use of mobile phones and cameras, and an internet safety policy. A pet policy was in place, which included information on the treatments for the dog. The child minder was registered with The Food Standards Agency, and provided healthy snacks and food. The child minder gave children safety messages, for example when a child tried to climb on the table they were told to sit on their bottom. The child minder had recorded children's allergies in the past; however, she did not have the signs, symptoms and action to take if a reaction occurred. Incidents such as biting were not recorded, and therefore the child minder could not see if there was a pattern to incidents such as biting. Good accident and medication forms were seen, however one medication form was not dated. The child minder encouraged a child with a cold to help themselves to tissues, and wipe their nose. Paper towels were available in the bathroom for children to dry their hands.

The child minder appropriately keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is a good role model and promotes positive behaviour.

The child minder managed interactions well. We saw her, at every opportunity, chat to the children and encourage their involvement in activities. We saw her giving children reassurance and praising them for their efforts and achievements. She was calm and positive throughout our visit and spoke kindly to the children. We saw her comfort a child who became upset when he hurt himself, until he was happy to continue playing. The child minder had a written a behaviour management policy which explained how bullying was dealt with. She had attended a Managing Challenging Behaviour course. The child minder encouraged children to share explaining to the children that "*it's everybody's farm*", and again "*It's not yours, its everybody's*", when they did not want to share. She also made sure that there were multiple toys, for example horses, so that children could have the same animal.

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 meets children's needs and promotes children's individual interests.

The child minder joined in with children's play and we heard plenty of encouragement and laughter. We saw the child minder letting the children play, without encroaching on their imaginative play. We also saw her joining in when the children asked her to, for example when playing with Mr Potato head on the carpet. We saw the child minder promoting language at every opportunity, for example, when she had a discussion with one child who said that the apples were 'watery'. Although we did not hear any Welsh spoken during our visit, Welsh words and colours were displayed in the play room, and the child minder told us that Welsh was promoted during 'circle time'. The child minder told us that she celebrated some of the wider world festivals, such as Eid-al Fitr a Muslim festival, and had books on festivals and celebrations. Developmental targets were recorded through set, and informal planning which was available for all pre school children and identified the next steps in their learning. We saw planning in place such as Halloween packs and a Poppy Day poem. One parent had commented, "*The skills you have taught her will stay with her for life*". The child minder knew the children in her care well, she was able to easily share information about the children such as their particular needs, likes and dislikes, especially which food they did not like.

The child minder promotes children's individual needs, learning and development well.

3. Environment

Summary

The child minder provides a warm and homely environment. She offers a selection of resources to children, which they can mostly access independently. The environment allows her to promote some diversity and multi-cultural awareness, and some aspects of the Foundation Phase

Our findings

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

The child minder ensures that the environment is safe, clean and secure.

The child minder ensured that the environment was safe and secure as she locked the main door. The child minder had a daily risk assessment in place, for all areas used for minding, and included the fire alarms. She also had yearly risk assessments in place, which included the steps in the garden, and an explanation as to why certain measures had been removed; e.g., socket covers, due to new guidance. A visitors' book ensured that people coming into the service, whilst children were present, were recorded. Posters of Welsh numbers were placed on the patio doors so that children could see when they were closed, and safety gates were in place. The heating test certificate was valid and the child minder had practised fire drills monthly.

The child minder ensures that the environment is adequately safe and secure.

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

The child minder provides space and facilities suitable for the needs of the children in her care.

The child minder ensured that the premises indoors were welcoming and provided a good environment for play and learning. There was sufficient space and facilities to meet the children's needs for example to play, for quiet time and physical play. Children had access to the living room for quiet time, for example if older children wished to watch a DVD, or for younger children to sleep, the dining area for messy activities and to eat meals, a dedicated playroom, garden and first floor bathroom. Although the play room was set up in line with the Foundation Phase, there was no free movement between the play room and adjoining living room as children were restricted with safety gates. The child minder had storage boxes, which were easily accessible to children. She told us that the boxes had been labelled but they had recently fallen off.

The child minder ensures that the premises are suitable for the children's needs.

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

The child minder offers a sufficient range of toys and resources, which are of suitable quality. There are age appropriate resources for the children cared for.

The child minder ensured that children had access to furniture, equipment and toys that were appropriate for the age, needs and development. These were in good condition and clean. She a high chair, travel cot, low level tables and chairs, and the dining table and chairs for older children. Resources such as baby toys, word games, dominos, electronic toys, musical toys, iPad and dolls depicting different skin tones were available. Outside resources included buggies for dolls, see-saw, bikes and chalk boards.

The child minder ensures that there is a sufficient supply of toys, resources and equipment available for all ages.

4. Leadership and Management

Summary

The child minder has good partnerships with parents. She has mostly effective record-keeping systems in place. The management of the business is adequate. Some improvements are needed in this area.

Our findings

4.1 How effective is leadership?

Overall, the child minder complies with the relevant regulations and national minimum standards. She maintains policies, procedures and records adequately. However, some improvements are required in this area.

The child minder had a statement of purpose in place, which accurately reflected the service she offered, however it was not dated for review purposes. She maintained a range of policies and procedures, which she stated had been reviewed. However, the child minder had not dated her policies and procedures for validity and most still referred to the inspectorate's previous name, Care and Social Services Inspectorate Wales (CSSIW). The safeguarding policy included who she would inform if there were an allegation against her; however, it did not explain that she could voluntarily suspend her service pending the outcome of the investigation. The child minder had parental consents and contracts for children. However, the child minder did not record the actual arrival and departure times of the children, and her assistant. The child minder had appropriate car documents in place.

Leadership is reasonable.

4.2 How effective is self evaluation and planning for improvement?

The child minder is keen to review her service to make improvements.

The child minder had a self evaluation system, dated October 2017, which included questionnaires for parents and children. It included action plans such as the purchase of additional ethnic toys and daily diaries. The child minder was in the process of completing her quality of care report for this year and agreed to provide a copy of her report to CIW within 28 days of its completion. The child minder had completed her Self Assessment of Service part 1 and 2, as required by CIW.

Self-evaluation and planning for improvement is good.

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

The child minder is aware of her conditions of registration and ensures that suitability checks are valid for adult household members.

The child minder was aware of her conditions of registration. She ensured that all adult household members held valid Disclosure and Barring Service (DBS) certificates. The child minder held a level 3 in Child Care Learning and Development in addition to her child minding qualification, and both she and her assistant had

attended training in COSHH and infection control and on line child protection. The child minder was registered with the Information Commissioners Office, regarding data held on children, and had information for parents on General Data Protection Regulation (GDPR). However, she had not notified us of a family member who no longer lived at the address. She did not have a completed file on her assistant, which was missing two references, a full work history without gap and, a medical declaration. He had also not received regular supervisions and appraisal.

The child minder adequately manages the service.

4.4 How effective are partnerships?

The child minder works in partnership with parents and maintains regular communication with them.

The child minder told us that she verbally shared information with parents regularly, and had a closed Facebook page. She provided daily diaries for the younger children which included 'what I enjoyed doing today' sleep times and food eaten. Parents had commented on questionnaires regarding how much they valued the child minder. For example, *"X talks about you with love and affection"* and *"Thank you so much for taking care of X, you have made it easy for me to work in the mornings, he has loved being with you"*.

The child minder has effective partnerships with parents.

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 should:

- add the signs, symptoms and action to take if a child has an allergic reaction;
- provide CIW with the quality of care report within 28 days after its completion;
- add to the safeguarding policy about voluntarily suspension if an allegation is raised;
- record incidents, for example biting;
- ensure all medication forms are dated;
- inform CIW of the family member who has left the address;
- date all policies, and when reviewed change the regulatory body to CIW;
- consider the flow of rooms in line with the Foundation Phase:
- ensure drinks are accessible to children and
- record parents preferences on how they wish their child to sleep, e.g. in a pushchair or travel cot.

6. How we undertook this inspection

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

One inspector visited the service on 22 October 2018 for approximately three hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children and the child minder and
- provided detailed telephone feedback to the child minder on 26 October 2018.

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	Denise Colcomb
Registered maximum number of places	10
Age range of children	0 to 12 years old
Opening hours	7am to 6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 February 2015
Dates of this inspection visit	22 October 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'
Additional Information:	