



Childcare Inspection Report on

Linda Williams

Swansea



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Description of the service

Mrs Linda Williams has been providing care from her home for over twenty-five years. She provides care for up to six children up to 12 years of age and operates Monday to Thursday 8am to 5.30pm. The service is provided in English.

Summary of our findings

1. Overall assessment

Children enjoy a good range of interesting indoor and outdoor activities. They are happy, settled and confident. The child minder promotes a healthy lifestyle and places an emphasis on outdoor play and activity. The environment in which care is given is spacious, safe and stimulating. The child minder is committed to ongoing improvement and involves both parents and children in discussions about ways to improve the service she offers. The child minder has good administrative skills and her documents and records are well organised.

2. Improvements

None noted since the last inspection.

3. Requirements and recommendations

We made five recommendations regarding operational matters under the leadership, and management and care and development themes. These related to the development of additional policies, records and training.

1. Well-being

Summary

Children are very settled and happy and enjoy their time at the service. They express themselves confidently and have a strong voice. Children are listened to, valued and are encouraged to develop independence. Children experience warmth and kindness, are stimulated and motivated to play with a range of resources. Children interact well and have warm relationships with the child minder.

Our findings

1.1 To what extent do children have a voice?

Children make appropriate choices, are listened to and express themselves.

Children were very confident and chatty with the child minder and us and able to express themselves clearly to make their views known. For example, when asked which activities they would like to play with, they were confident in making their selections and enjoyed playing with construction blocks, interactive figures and the play kitchen and food. Children made independent choices about what they would like on their sandwiches, what flavour crisps and what fruit they would like after their lunch.

Children express their opinions confidently and decide what they want to do.

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

Children feel safe and relaxed and know that their feelings and concerns are taken into account.

Children were familiar with routines and the environment. They knew where to find the toys and craft resources and confidently helped themselves. We saw children go to the toy boxes in the playroom and get particular toys they wanted. We heard children laughing and giggling with the child minder and each other. Children responded well to praise, smiling when the child minder said 'well done' and 'clever girl' and 'good job' when they helped to tidy toys from the playroom floor before lunch. Children interacted well with the child minder and us and could make their needs known. Parents stated in questionnaires that their children had settled well, flourished in the environment and enjoyed coming to the child minder.

Children feel safe and valued.

1.3 How well do children interact?

Children are learning how to manage their behaviour, are confident to co-operate and take turns and share.

The atmosphere in the home was welcoming and children were very confident and settled within their surroundings. We saw children enjoy the child minder's company with lots of laughter and conversation. Children sat on the floor of the playroom with the child minder enjoying a sandwich lunch and drink; they were chatting confidently about what they had done in nursery class that morning. Children played confidently together, were animated and boisterous but listened well to suggestions about having some quieter time after lunch.

Children interact positively at the service and comply well with rules of socially acceptable behaviour.

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

Children have a wide range of play activities and experiences.

Children enjoyed their play activities. They had many free play opportunities and they were laughing and animated as they enjoyed construction play, role play in the kitchen area and playing with interactive figures. A younger child enjoyed an episode of Peppa Pig after lunch whilst the two other children enjoyed some imaginative play.

When children tired of an activity, they made their views known about what they wanted to do next and moved on to dressing up as Batman and a dinosaur. We saw many photographs on the playroom walls of children enjoying a wide variety of activities. Children particularly enjoyed playing in the park, going to the local playgroup, library, Cafe Play in Mumbles and their favourite beach, which was Langland.

Children are enthusiastic and thoroughly enjoy their time with the child minder

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

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

Children explored opportunities to show independence during our visit. When children arrived from nursery, they took off their coats and shoes and put them on the hooks in the hallway along with their school bags. Children had lunch whilst we were present, sitting on the floor of the playroom enjoying a picnic type lunch. Prior to lunch, two children used the cloakroom independently and washed their hands and they received praise for their efforts. The younger child confidently put on her hat ready for the school pick up and smiled when the child minder cheered her. Children were enthusiastic when building their models with the construction blocks; counting out the blocks and naming colours, which contributed to both literacy and numeracy skills. Building the models and sticking the blocks together helped to develop their fine motor skills whilst running around the home developed their gross motor skills. Children went regularly to a local playgroup where they made friends with other children, which promoted their social skills. They also enjoyed physical play outdoors in the garden, local parks, the beach and soft play areas. Parents stated in questionnaires that their children had developed well since attending the service

Children have many opportunities to promote their independence.

2. Care and Development

Summary

Children receive care from a very experienced and qualified child minder who is committed to meeting the needs of the children in her care. She is qualified and has a good knowledge of child development. She ensures regular discussions between herself and parents.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder had policies and procedures in place, which helped to ensure children, were safe.

Policies and procedures were comprehensive and focused on children. The child minder had reviewed them this year but further amended them when the need arose. Through discussion, it was evident that the child minder understood her responsibilities around the safeguarding of children. However, her safeguarding training had expired two weeks earlier. The child minder was not aware of her specific responsibilities under the 'Prevent' strategy. There was no policy about the use of IT and social media.

The child minder keeps accident, incident and medication records with parental signatures confirming their knowledge of accidents and when medication was administered. There were consents in place for emergency medical treatment, the use of sun cream and outdoor play equipment, outings and transporting in the family cars and for photographs.

The child minder told us that she ensures that the children have plenty of fresh air and physical activity by taking them on regular walks, visits to the park, and outings to the local beach. Parents had given written consent for their children to partake in any activities. Some children brought packed lunches, as was their preference. However, the child minder provided meals for other children and this included healthy snacks and drinks. We saw children sit happily on the floor of the playroom enjoying their lunch of sandwiches, crisps and fruit; a highchair was available for infants. Children enjoyed their lunch, the child minder encouraging them to finish when they were losing interest and reminding them to stay sitting until they had finished. The child minder had attended a course on food hygiene in December 2015 and was aware that this needed updating shortly.

Children are kept safe and their physical health is promoted.

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 constantly.

The child minder effectively promoted children's development and we heard her praise good behaviours, saying, "well done" and "good children for washing your hands". She encouraged children to engage with us and prompted them to talk about their morning in school, their families and their favourite interests. She intervened very calmly when two

children were arguing about a particular toy and told them there was more than one of them, to find the other so they could each have one but also to take turns. We saw her prompt children to say please and thank you when necessary. The child minder was extremely calm and patient and employed active listening skills; getting down to the children's level and making good eye contact with them. The child minder took her role seriously and placed great importance on children learning good social skills and behaviour. She recognised diversity and ensured that children are aware of differences through books and dolls of differing ethnicity.

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 knows the children well, understands their needs and, keeps parents well informed about their child's progress.

We saw that information about the children was comprehensive and included the child's likes, dislikes and allergies, and information about their family. The child minder planned regular activities that met children's needs, which included regular trips out to parks, walks, the beach, library, a local playgroup, soft play areas and local beauty spots in Mumbles and Langland. She also met up regularly with friends who were child minders and this gave children opportunities to socialise with other minded children. Parents confirmed in feedback that their children enjoyed coming to the child minder and had developed well in her care. They were very appreciative of the care and support their children received. The child minder was very responsive to children's needs and clearly knew them well. She was pleased at the way in which children developed all of their skills. However, the childminder did not currently formally track the development of pre-school children.

The child minder plans interesting and stimulating activities that promote the children's play and development.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for the children. The dedicated playroom, kitchen/ diner and downstairs cloakroom are used for child minding. The layout of the playroom gives sufficient space for independent play, learning and rest. The garden is flat, lawned and paved however; some modifications to the rear entrance are required to make it safe for play.

Our findings

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

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

The premises were secure; parents and visitors had to knock the locked front door to gain entry. The child minder kept a record of visitors and she asked us for our identification badge and to sign in. The house was clean, comfortable and well maintained. The child minder had comprehensive risk assessments, reviewed last in September 2018. A service of the gas boiler took place on 9 October 2018. An appropriate level of public liability insurance was in place and valid until 28 February 2019. Car insurance and the MOT are valid until 30 March 2019.

The child minder operates effective procedures to keep the environment safe for children.

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

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

Children are well cared for in an environment that is clean, child friendly and suitable for purpose. The dedicated playroom had comfortable sofas and a child height table where children undertook craft and learning activities. The playroom was off the main hallway and children then had access to the downstairs cloakroom and large kitchen/ diner, which allowed independent and imaginative play. Toys and equipment were stored in large clear, boxes in the playroom where children could see and access them when they wished to. The playroom had comfortable sofas where children could relax and enjoy a TV programme. Children used the downstairs cloakroom, which they could access independently if able to. A step, potty and trainer seat for the toilet was available along with liquid soap; however, children all used the same towel to dry their hands. Children had access to the, flat garden, which had paved and lawned areas, where children enjoyed sand and water play and ball games. Some modifications to the rear entrance of this were required to make it completely safe.

The child minder provides a stimulating, spacious and accessible area for children to enjoy their play.

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

The child minder ensures children have access to an extensive range of suitable equipment and resources.

Children have access to a wide selection of good quality resources. There was a small table where children enjoyed colouring, painting and play dough. Messy play usually took place on the floor of the playroom. There was a garage with cars, large push-along trucks, pushchairs and dolls, sensory and interactive toys for younger babies, construction blocks and an extensive selection of books, dvd's and jigsaws. A kitchen area with a basket of play food provided opportunities for imaginative role-play. The child minder had a good selection of appropriate car seats, buggies, baby rocking chair as well as a high chair.

The child minder offers a good range of good quality resources and equipment.

4. Leadership and Management

Summary

The child minder is motivated, qualified and enjoys looking after children. The child minder has most of the records, which are required to comply with the national minimum standards, such as policies and procedures, and children's records. She is qualified and incorporates incidental Welsh into the care provision although she is unable to offer the Welsh language Active Offer. Most of her core training is up to date.

Our findings

4.1 How effective is leadership?

The child minder creates a positive ethos where children feel valued and she strives to promote good outcomes for children.

The child minder ensured that policies and procedures were clear and focused on the needs of the children. She provided parents with copies of core policies and procedures at the time of placement and their signatures on children's records confirmed this. The statement of purpose was in line with regulations, had been reviewed earlier this year and provided parents with a wide range of information on the service she provides. When caring for babies and infants she keeps a daily diary, which indicated the amount of food, drinks, nappy changes and naps the infants had taken. Most of the required child records and documents were in place and well completed.

The child minder is efficient in her leadership and recognises when she needs to review her service.

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

The child minder has an effective system in place for reviewing her service. She values feedback from parents and children.

We saw the current quality of care report, dated September 2018; it included the views of parents and children. Comments from parents were positive including *'Linda has gone out of her way to make our child feel loved, welcome and happy. She is passionate and caring and her whole demeanour demonstrates this'* and *"Linda always makes us welcome, our child loves going there and greets her with a smile"*. Children had drawn pictures to demonstrate what they like about going to the child minders and one child had written, *"Linda is very kind and she is nice to everyone"*. The review was comprehensive, and included plans to improve and develop including purchasing new toys and equipment for babies and infants.

The child minder is effective in self-evaluation and planning to improve and takes into account the views of parents/carers and children.

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

The childminder manages her service to ensure children develop whilst in her care.

The child minder managed her service well as we saw that she mostly kept up to date with her training. She last completed first aid training in February 2018, and food hygiene training in December 2015. However, the child minder was not aware that her safeguarding training had recently expired. The child minder kept registers which contained information on children attending the service and demonstrated that she was aware of the need to keep within the set age ratios. She had a valid public liability insurance certificate. The child minder had a current Disclosure and Barring Service (DBS) certificate issued in July 2016. Her husband also had a valid DBS certificate issued in June 2016.

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

4.4 How effective are partnerships

The child minder has positive partnerships with parents.

Parents stated in questionnaires that the care their children received was excellent and were grateful of the child minder's flexibility around pick up and drop off times and the opportunities their children enjoyed with the child minder. We saw evidence that the child minder worked in partnership with parents in managing children's allergies and health needs. The child minder had positive working relationships with parents and provided regular verbal and written updates. From discussion, we were satisfied that the child minder understood her duty and the importance to maintain confidentiality at all times. We saw that with the parents' permission she sent photographs of children to the parents' phones so that they could see how they were enjoying the activities and outings on offer. We saw signed consent forms for photographs. The child minder told us she has received no concerns or complaints about the service but she ensured that all parents had a copy of her complaints policy at the time of placement.

The child minder has positive partnerships with parents and is committed to working together for the children's well-being.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

None

5.3 Recommendations for improvement

We made the following recommendations to the child minder:

- to be fully aware of her responsibilities in relation to the 'Prevent' duty;
- to develop a policy on the use of IT and social media;
- to update safeguarding training as soon as possible;
- to formally track the development of all pre-school children and
- to provide either individual hand towels or paper towels in the downstairs cloakroom.

6. How we undertook this inspection

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

One inspector carried out a visit to the service lasting three and a half hours.

- we had discussions with the child minder about her service;
- we observed the children and the care which they received;
- we looked at a wide range of records including registers, children's records, policies and procedures, safety records, and the statement of purpose;
- we inspected the premises and
- we gave verbal feedback at the end of the inspection.

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	Linda Williams
Registered maximum number of places	6
Age range of children	0 -12 years of age
Opening hours	8am – 5.30pm Monday to Thursday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	4 August 2015
Dates of this inspection visit(s)	28 November 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 children who use or intend to use their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information:	