



# Childcare Inspection Report on

**Pauline Paul**

**Abertillery**



**Date Inspection Completed**

29/07/2019

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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

The child minder is registered to provide home based child care for up to ten children under 12 years of age. She operates her service from her home in a residential area of Abertillery. Child minding takes place on the ground floor, and children have easy access to the enclosed front garden. The service is open from 7.30am to 6.30pm, weekdays, but the child minder aims to be as flexible as possible to accommodate parents' needs. The child minder employs assistants to support her to run the service. This is an English language service.

## Summary

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

### 1. Overall assessment

Children make good choices and express their needs and wishes about their activities and issues which affect their care successfully. They are relaxed, happy and very at home in the child minder's care. They have close bonds with the child minder and the assistants and receive very sensitive, nurturing care. The child minder knows the children very well and provides interesting activities which promote their learning and independence and which she knows they will enjoy. She ensures her home is safe, welcoming and comfortable, with a good range of resources to enhance children's learning. She promotes children's health and welfare well. The service is managed competently and the child minder is keen to make improvements to secure positive outcomes for children.

### 2. Improvements

The child minder has made a number of improvements to the service since the previous inspection. For example, she has:

- Developed an additional playroom which is set out with children's play resources and brightly decorated with displays, photographs and their art work;
- updated training in areas such as food hygiene and safeguarding;
- created educational resources such as flashcards in English and Welsh;
- employed a number of assistants to support her with the care of the children, and
- created photographic evidence of the themes she has implemented this year to show the activities provided.

### **3. Requirements and recommendations**

There were no non-compliance issues identified at this inspection.

We made some recommendations to help develop the service. These are discussed in the body of the report and highlighted in further detail in section five.

# 1. Well-being

Excellent

## Our findings

Children communicate their needs and wishes confidently. They make good decisions about their play and follow their own interests successfully. For example, they moved freely from the garden to outdoors, asked the child minder happily to play “hairdressers”, and expressed their ideas about what songs they would like to sing. They find the resources they wish to play with easily from the good range set out and are happy to ask for additional ones. They make good choices about aspects of their care such as what to put in their sandwiches and when to have their lunch.

Children are happy and eager to play. They are relaxed and settled, and very at home at the child minders. They have built up excellent bonds with the child minder and the assistants and go to sleep easily for example, which demonstrates they feel safe and secure. They are confident to seek extra support and cuddles or share their concerns with both the child minder and the assistants.

Children are learning to share and take turns in line with their age and stage of development, and respond well to gentle support from the child minder. For example, they took turns to mix the pastry and put jam in their tarts. They cooperate happily with the child minder to, for example, wash their hands at appropriate times. They enjoy social occasions together such as meal times, and are beginning to use please and thank you without prompting. They treat resources appropriately and are keen to help tidy up when asked.

Children are actively engaged in their play and spend time on their activities. For example, mixing flour and butter to make pastry, singing their favourite songs and role play in the garden. They were excited to have their lunch in the garden and used the musical instruments enthusiastically while they sang. They are proud of their efforts, such as their art work and jam tarts. Photographs show children enjoy a very wide range of interesting activities such as planting, painting, playing on the beach, and going on scavenger hunts to identify objects in their environment using cards to track what they found. One child commented in their questionnaire they love going on trips and especially their favourite place, Techniquet. The child minder told us the children love making Yorkshire puddings to have with gravy and their “measuring” days.

Children benefit from an excellent range of activities which promote their all-round development. They are developing self-help skills over time very well. This supports their independence. For example, they are learning to prepare their own food, such as sandwiches, and enjoy putting their packed lunches together with support from the child minder if needed. They manage their own personal needs well such as washing their hands. They are confident to move around the areas of the home used for minding, and make their own decisions about their play easily.

## 2. Care and Development

Good

### Our findings

The child minder fully understands her role and responsibilities regarding safeguarding, and attends courses in child protection regularly so she is aware of the correct procedures to follow if she has any concerns about a child. She promotes children's health and well-being well. For example, she ensures children wash their hands at appropriate times. The child minder encourages children to enjoy lots of outdoor play. For example, they regularly play in the garden, or visit local parks, beaches and nature areas. When outside the child minder ensures children are appropriately protected from the sun. She offers healthy options in relation to food and drinks, and takes account of children's allergies and dietary needs. However, allergens in the food provided are not recorded. The child minder has attended food safety training and follows good procedures when preparing food and undertaking cooking activities with the children to protect their health. She implements appropriate procedures to minimise the risk of spreading infection. For example, individual hand towels are available for children in the bathroom and appropriate nappy changing processes are followed. We discussed undertaking an audit of the infection control measures in place using the Public Health Wales tool to evidence good practice. The child minder treats children with respect. For example, their personal care is managed discretely and in line with their individual needs. The child minder holds an up-to-date first aid qualification and deals with minor accidents and emergency situations effectively. The child minder ensures children are safe on outings. However, we discussed developing the risk assessments for outings to include risks identified and the steps taken to minimise these.

The child minder uses positive strategies to promote children's social skills and encourage them to play appropriately. For example, she praises children for helping to tidy up and taking turns, and helps them understand the importance of sharing and caring for each other. The child minder encourages them to develop their self-help skills very effectively, which promotes their confidence and self-esteem. She provides interesting activities throughout the day so children are engaged and involved in their play and learning. This supports positive behaviour.

The child minder promotes children's play and learning effectively. She knows the children and their families very well and provides very nurturing, responsive care. For example, she anticipates when children are tired, and with the support of her assistant ensures their needs are met in a timely manner. She spoke to us warmly about present and previous children in her care and the activities they enjoy such as trips to the beach, birthday and Christmas parties which shows she is keen to provide a secure, happy and supportive environment. The child minder has recently introduced learning journals for each child to

record her observations of their play and help track their development. Following the inspection the child minder is devising ways to record the children's next steps and activities planned to promote these so parents can see clearly how their children are progressing. The child minder plans a very good range of activities to help promote children's skills, learn about nature and support writing for a purpose. For example, their role play area is currently an ice cream shop and the child minder uses this to incorporate money into the children's play and learning. Children enjoy planting and labelling their plant pots, using binoculars, magnifying glasses and identification charts on bug hunts, trips to farm parks and the beach, and music and dance groups. The interesting variety of role play areas set up over time encourages children's imaginations and a range of different skills such as measuring the "babies" at the baby clinic and writing their name tags. The child minder uses picture cards well to support children with activities such as how to make a sandwich. She chats to the children about what they are doing and incorporates simple phrases, counting and colour recognition naturally into children's play to extend their learning and promote their language development. The child minder recognises she uses only a little Welsh with the children and is keen to address this.



### **3. Environment**

**Good**

#### **Our findings**

The child minder ensures the environment is safe and secure. For example, a gate is set up across the steps in the front garden so children are secure when outside, there is a safety gate across the stairs and kitchen cupboards are fitted with child safety locks. Check lists are completed to show hazards associated with all aspects of the service such as trips and areas of the home used are considered. However, we discussed ways to improve these in terms of identifying the risks associated with the hazards and relevant safety measures put in place more clearly. The house is very clean and well maintained; safety checks for the heating system are carried out annually. Fire drills are practised with the children regularly so they would know what to do if they needed to leave the house quickly.

The child minder ensures children benefit from a welcoming and comfortable home environment. Children can use most of the rooms downstairs including the kitchen, one of the living rooms and dedicated playroom, which the child minder has recently set up. This room is well organised with a range of resources and is brightly decorated with displays, photographs of the children enjoying their activities and their art work. This helps give them a sense of value and belonging. There is a dedicated room available if children need to sleep. The living room gives plenty of space for children to play and enjoy more structured adult-led activities such as singing. Children can access the front garden easily which provides additional play space where they can enjoy a variety of activities such as sand, role play and picnics. The layout of the rooms and resources promotes children's independence well.

The child minder ensures there is a good range of play resources and equipment that are of excellent quality and suitable to their age and stage of development. The play resources support and promote their learning and engage their interests well, such as role play, books, construction, jigsaws and arts and craft materials. Outside the play houses are imaginatively set up and brightly decorated to encourage children's dramatic play. The child minder provides a range of resources to help children appreciate diversity and a multicultural society. Furniture is suitable for all ages and equipment supports children's needs and promotes their safety.

## 4. Leadership and Management

Good

### Our findings

The child minder clearly enjoys her role. She is keen to provide an excellent quality service which complies with the regulations, is well run and continually improving. The statement of purpose is updated regularly and gives an accurate picture of what the service provides. Policies and procedures are clear and in line with current expectations. These are provided to parents. We discussed reviewing the policies to ensure they reflect any additional procedures in relation to assistants. Individual contracts are shared with parents and suitable permissions sought for activities such as taking photographs and emergency medical treatment. Records are maintained appropriately and paperwork is well organised and kept securely. Registers of children's attendance are maintained. We discussed ensuring they show clearly who looked after which children in relation to assistants.

The child minder has appropriate systems in place to help her reflect on the quality of her service and is keen to make ongoing improvements. For example, over the past year she has increased her educational resources and provided an additional dedicated playroom. Future plans include developing the garage to provide additional play space. The child minder welcomes the views of parents and children and uses questionnaires to capture their views. These show the appreciation they show for the service. The child minder provides a written annual report outlining developments over the year and future plans. However, the latest review did not include parents' and children's views or show how their views are influencing the development of the setting. We also discussed including information about what is working well at the setting. Following the inspection the child minder worked with one of the older children to devise an additional child questionnaire. The child commented on the questionnaire that the child minder "*was perfect in every way*".

The child minder employs a number of assistants to support her with the running of her service. She follows appropriate recruitment checks so she can be assured they are suitable to work with children and ensures they have up to date training in areas such as child protection, first aid and food hygiene. The child minder undertakes an induction with each assistant and provides them with a description of their responsibilities so they can be confident of their role and how the service operates. She meets with them regularly to discuss any issues and provide ongoing support. However, the induction process and supervision meetings are not recorded.

The child minder has good relationships with parents which contributes positively to their child's well-being. She works flexibly with them so their child can settle at their own pace. Suitable forms are used so each child's preferences, stage of development and care needs are understood before they start at the service. This ensures the child minder can put appropriate plans in place to provide suitable care. The child minder keep parents well

informed about their child's experiences and development, and activities planned. For example, she displays the general daily activities planned on her notice board so parents can see what their children will be doing and uses a mobile phone app to send parents information about upcoming events etc. She involves them in the care of their child. For example by asking them to send in items in line with upcoming activities. The child minder provides lots of photographs to parents of their children as well as individual photographic journals for each child when they leave as a keepsake. She provides daily diaries with details about their activities and care needs for those parents who prefer this. However, we discussed that for younger children if parents do not require a diary, the child minder maintains this information for her own records. She works closely with other child minders which gives her access to support, and opportunities to extend children's social experiences.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspection**

None

### **5.2 Areas of non compliance from this inspection**

None

### **5.3 Recommendations for improvement**

- Record allergens in the food provided;
- develop the use of incidental Welsh;
- develop current safety checklists to include identified risks and measures put in place to mitigate these;
- record children's next steps identified and activities planned to promote these and share with parents;
- undertake an audit of infection control measures in place using the Public Health Wales tool;
- review policies and procedures so they reflect any additional arrangements in place in relation to assistants, and maintain a record of induction and supervision meetings with assistants;
- include the views of parents and children and what is working well in the quality of care review report, and
- maintain own diaries to record the daily care needs of children under two years if parents do not require one.

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

This was a full inspection looking at all aspects of the service, undertaken as part of our normal schedule of inspections. We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service;
- the inspection was carried out by one inspector and took place over one day;
- we observed activities and interactions between the child minder, the assistant and the children present;
- we looked at a range of records and documents including contracts, the statement of purpose, assistant files, children's records and policies and procedures;
- we viewed the parts of the premises used for child minding, looked at safety check lists, and took account of the safety measures in place;
- we spoke with the child minder about how she ran her service and her plans for the future.

Our findings were fed back to the child minder following the inspection.

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	Pauline Paul
Registered maximum number of places	10
Age range of children	Birth up to 12 years
Opening hours	7.30am to 6.30pm, weekdays but is flexible to accommodate parents needs
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 December 2015
Dates of this inspection visit	29 July 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 <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information: None	

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