



# Childcare Inspection Report on

**Kim Barker**

**Pontypool**



**Date of Publication**

**30 April 2019**

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## **Description of the service**

The child minder is registered with CIW (Care Inspectorate Wales) to provide home based childcare for up to nine children under 12 years of age. She operates her service from her home in a residential area on the outskirts of Pontypool, within walking distance of the local primary school. Child minding takes place on the ground floor, with easy access for the children to an enclosed garden. This is an English language setting.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy their time at the service. They have formed good relationships with the child minder and friendships with each other. They are motivated to follow their interests and confident to express their views and opinions. The child minder ensures children are safe and she promotes their health appropriately. The service is efficiently run in line with the National Minimum Standards (NMS) and relevant regulations. The child minder works flexibly with parents and relevant professionals to provide a reliable service.

### **2. Improvements**

The child minder had refreshed her training in safeguarding, food hygiene and paediatric first aid since the previous inspection.

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

There were no issues of non-compliance identified at this inspection. We (CIW) did not make any recommendations.

# **1. Well-being**

## **Summary**

Children enjoy their time with the child minder. They have formed good relationships with her and feel confident and relaxed in her care. They are happy to express their ideas, follow their interests, and enjoy each other's company.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are confident to express their views and make choices about what they do. They are happy to choose what they want to play with after their day at school, and chat happily with the child minder about their day. Their views about the service form part of the child minder's annual review of the quality of her care.

Children are listened to and their views are valued, which gives them confidence and promotes their self-esteem.

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

Children are very secure, settled and relaxed with the child minder. They have forged good bonds of attachment with her and feel comfortable in her home. They greet the child minder happily after school and talk animatedly with her about their day. They enjoy lots of individual attention, natural conversation and positive interactions. They know where to put their belongings, and are confident to organise their own play. They are familiar with the routine walking back from school and understand what the child minder expects of them, which promotes their sense of security. Their individual needs are responded to promptly and they receive very supportive and unhurried care.

Children are relaxed, confident and feel safe at the child minders.

### **1.3 How well do children interact?**

Children play together successfully, and are developing friendships with each other. They play very well together and respect each other views and ideas. For example, they help each other with their Lego creations. They comply very well with the child minder's rules such as to promote their safety walking to and from school, and respond well to the child minder's gentle requests to, for example, tidy away their activities before they go home. There is a relaxed and happy atmosphere.

Children enjoy each other's company and cooperate very well with the child minder.

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

Children enjoy a variety of activities at the child minder's home. They are involved and engaged in their play and particularly like playing out in the garden in the better weather. One parent had commented in their questionnaire for the child minder's most recent quality of care review that their children *"make good use of the drawing materials and Lego inside and enjoy the play equipment and large garden."*

Children enjoy their play at the child minders.

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

Children practise and develop a range of skills successfully. For example, they confidently hang up their own coats, help themselves to their resources and organise themselves well to play and enjoy games together. They are motivated to follow their interests and share their ideas with each other and the child minder happily. They clear up after themselves confidently, and manage their own personal needs well.

Children are developing a range of skills well.

## **2. Care and Development**

### **Summary**

The child minder promotes children's welfare, safety, and health well. She provides attentive and supportive care which promotes their confidence and self-esteem effectively.

### **Our findings**

#### **2.1 How well does the child minder keep children safe and healthy?**

The child minder implements appropriate policies to ensure children's health and safety is promoted. She understands her role and responsibilities in relation to safeguarding children, has attended suitable training and is clear regarding the process to follow if she has any concerns about a child's welfare.

The child minder understands how to protect children's health in relation to good hygiene routines, and ensures her training in food hygiene is up-to-date so she is aware of any changes she may need to make to ensure she is following best practice. We discussed recording the allergens in any food provided in line with the relevant Food Information (Wales) Regulations and the child minder implemented this immediately following the inspection.

The child minder is aware of the appropriate procedures for administering medication and suitable forms to record medication are provided. Paediatric first aid is up to date so the child minder can respond appropriately to minor accidents.

Children have easy access to an enclosed back garden and the child minder ensures they are able to enjoy the outside, particularly during the better weather, as well as always walking to and from the nearby primary school to help promote their health and well-being. The child minder implements good safety procedures in relation to walking with children when out and about very effectively. Fire drills are practised with the children regularly so they know what to do in an emergency.

The child minder takes effective steps to ensure the safety and health of the children.

#### **2.2 How well does the child minder manage interactions?**

The child minder has a very calm and patient manner with the children and promotes positive behaviour through appropriate strategies. These are set out suitably in the behaviour management policy, which is shared with parents. However, the policy did not make reference to how the child minder would deal with persistently unwanted behaviour. This was addressed immediately following the inspection. The child minder has clear expectations in relation to children's behaviour, is attentive to the children, and shows a genuine interest in their activities and what they have to say. She intervenes gently and appropriately if there are any small disputes expected of children, and she supports older children well to resolve any conflict or minor problems themselves. The atmosphere is happy and relaxed.

The child minder uses her knowledge successfully to support children with their social skills.

**2.3 How well does the child minder promote children's play, learning and development and meet their individual needs?**

The child minder ensures children can determine the content of their play and follow their own interests. She has looked after children of all ages for many years, and has attended a good range of training courses during her career. This gives her the knowledge and experience to provide meet children's needs well. She provides a suitable range of activities and gives supportive care to promote children's self-esteem. She successfully facilitates children to follow their own interests and chats with them naturally to promote their self-confidence.

The child minder has the skills, knowledge and experience to meet children's individual needs and enable them to control the content of their play successfully.

### **3. Environment**

#### **Summary**

Children benefit from a welcoming and homely environment. They can help themselves easily to a suitable range of good quality play resources. Appropriate procedures are implemented to ensure the home is safe and well maintained.

#### **Our findings**

##### **3.1 How well does the child minder ensure the safety of the environment?**

The child minder ensures children are cared for in a safe and secure environment. She uses a daily checklist to help identify any hazards within her home and garden, and has appropriate safety measures in place to mitigate risks. For example, the front door is kept locked whilst the children are in her home. The back garden is safe and enclosed. There are records of general maintenance being carried out, including the gas boiler check, which show the house is safe.

The child minder implements suitable measures to ensure her home is safe.

##### **3.2 How well does the child minder ensure the suitability of the environment?**

The child minder ensures her home provides a comfortable, clean and welcoming space for children. Child minding takes place on the ground floor. Children mainly use the kitchen/dining room to play, either on a rug on the floor or at the table. Their toy cupboard has recently been reorganised so it is easy for children to help themselves to what they want to play with. The living room has plenty of space for children to relax. There is easy access to a level, lawned garden and a decked area, where the child minder said they often enjoy their drinks and snacks in the better weather.

The environment is welcoming and homely.

##### **3.3 How well does the child minder ensure the quality of resources and equipment?**

The child minder ensures that children have access to a suitable range of resources and equipment both indoors and outside that are of good quality and suitable to their age and stage of development. The toys and resources promote children's imagination and sense of fun, and meet their needs appropriately. There is comfortable furniture in the living room for children to relax, and tables and chairs both outside and in the kitchen/dining room for them to enjoy snacks and some of their activities.

The child minder provides appropriate resources and suitable furniture to meet the interests of the children attending.



## **4. Leadership and Management**

### **Summary**

Parents and children benefit from a well-run and effectively managed setting. Paperwork is well organised and parents can be clear about how the service operates.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder understands her role and responsibilities relating to running her child care business in line with the relevant regulations and NMS. There is a clear statement of purpose and policies and procedures are comprehensive so parents have appropriate information regarding the service. Some minor recommendations were made in relation to the lost child, complaint and behaviour management policies. These were addressed immediately following our visit. Well organised files allow parents to view documents such as the child minder's training, insurance details, and previous CIW reports. Appropriate records are kept of children's hours of attendance which shows the child minder works within the conditions of her registration. Suitable contracts are completed and specific permission is sought from parents for a variety of situations such as to seek emergency medical treatment and take photographs. The child minder implements sound strategies to ensure any required training, insurances, and Disclosure and Barring Service (DBS) checks for herself and family members who live at her home are undertaken. All required records are maintained in line with the NMS.

The child minder runs her service in a well organised and efficient manner.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder is motivated to provide a sound and reliable service which is tailored to meet children's and parents' needs. She undertakes an annual review of the quality of her provision which includes the views of parents and children. The child minder told us she is currently planning to acquire more board games for the children and intends to seek their ideas and preferences. She undertakes appropriate training to ensure she is up-to-date with current practice in relation to safeguarding, food hygiene and paediatric first aid, and updates relevant policies as required. She has a complaint policy in place but has not received any concerns about her service. However, the policy did not include CIWs role in receiving and managing concerns about regulated child care services. The policy was amended following the inspection.

The child minder has appropriate systems in place to review the quality of her care and plan for improvements so she can continue to provide a suitable service.

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

The child minder is suitably qualified and has many years' experience working with children. There are appropriate contingency plans in place in the event of an emergency, which are shared with parents. The child minder works flexibly to accommodate parents' needs and plans her leave to ensure minimum disruption for the families using her service.

The child minder has effective systems in place to ensure a safe and reliable service to parents.

#### **4.4 How effective are partnerships?**

The child minder works flexibly with parents to promote their child's well-being. She has developed good relationships with parents and implements effective strategies to ensure good communication with them so she can meet their children's needs well. Each child's needs, likes and dislikes are understood before they start at the service and records of each child's personal details, such as health needs and allergies are kept. As the children the child minder currently provides care for are all of school age, communication with parents is mainly through discussion with them when they deliver or collect their children. The child minder told us she has good relationships with the each child's class teacher which ensures any relevant information about their school day is shared and passed on to their parents as required.

There are suitable communication systems in place with parents and other relevant professionals.

**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**

None

## **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 over one afternoon;
- we observed activities and interactions between the child minder and children present;
- we looked at a range of records and documents including contracts, the statement of purpose, children's records, records of attendance and policies and procedures;
- we viewed the parts of the premises used for child minding and looked at the safety measures in place;
- we took account of the comments made in parents' questionnaires received by the child minder;
- we spoke with the child minder about how she ran the service and her plans for the future and
- 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	Kim Barker
Registered maximum number of places	9
Age range of children	Birth up to 12 years
Opening hours	Weekdays, hours are flexible
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	8 July 2015
Dates of this inspection visit	15 March 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: None	