

Childcare Inspection Report on

Anne Coles

Llantwit Major



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Description of the service

The child minder operates her service from her home in Llantwit Major, where she lives with her husband. She currently has 13 children on roll and is registered to care for ten children under 12 years. Child minding is offered Monday to Friday between 7:30am to 6:00pm throughout the year. Children have access to the ground floor areas within the home. Care is provided through the English language. The child minder has one pet cat.

Summary of our findings

Overall assessment

Children enjoy attending this service. They are encouraged to lead active lifestyles, walking instead of using the car and eating healthy meals. The child minder is responsive to their needs and she provides a good variety of activities for them, including frequent trips out. The children benefit from a clean and tidy environment with resources easily accessible to them. Feedback from parents indicates a high level of satisfaction with the service. We made some recommendations in respect to the child minder's administration.

Improvements

There were no non-compliance issues raised at the child minder's last inspection. She had addressed most of the recommendations satisfactorily, but further work is still needed with regards to recording fire drill practice. The child minder had also identified further improvements since her last inspection, including completing an infection control audit.

Requirements and recommendations

There were no non-compliance issues identified at this inspection. However, we have set recommendations with regards to some of the child minder's record keeping. These have been discussed in further detail at the end of this report.

Well-being

Summary

Children are provided with a good range of opportunities that enhance their all-round growth and development to reach their full potential. They are listened to and their ideas and contributions are valued. They are happy and engaged in activities and are age appropriately independent in their play and development. They are developing sociably and learning to manage their own behaviour, to support their interactions and develop positive relationships.

Our findings

To what extent do children have a voice?

Children are listened to and are allowed to make choices and decisions. They select toys and activities that they want to play with and they let the child minder know when they need things, such as resources, food, drink and toileting needs. They speak freely to express themselves and they are listened to, supporting them to feel valued and confident to ask for things. All children were made to feel included in discussions because the child minder asked each of them questions and encouraged them to join in. The children told us that they enjoy attending the service.

Children clearly feel that they have a voice and they are given the time and support to make choices and express their opinions.

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

Children have formed positive relationships with one another and with the child minder. They looked secure and content and they clearly felt at home. They confidently selected different activities and chose the rooms that they wanted to play in, moving freely between the areas. For example, they alternated between the kitchen and play room according to what they wanted to do. They made play dough with the child minder and sat at the table to model it with utensils. At other times they engaged in cutting and sticking craft activities and self-selecting toys to play with. The planned activities were optional and the children were free to choose what they wanted to play with, learning through their own directed play ideas. This demonstrated that they were independent in their play and comfortable in their

surroundings to access the things that they wanted to use. Children were fully engaged in activities and the child minder was available for help when needed.

The children have formed secure attachments with the child minder and this enables them to feel valued, safe and relaxed whilst in her care.

How well do children interact?

Children are at ease with one another and have formed close friendships. We saw them playing alongside one another, happily engaged in their chosen activities. Activities sustain their interests for sufficient time. We noted that when they interacted with one another and the child minder, they were respectful and used polite manners. Some of the parents told us that their children have calmed since attending the child minders and they have noticed a significant improvement in their behaviour. This indicates that the children learn from the child minder's positive influence and expectations for acceptable behaviour. We noted a relaxed atmosphere with co-operative children. The children have developed good social skills according to their age and stage of development.

Children are well behaved and have positive social interactions with one another.

To what extent do children enjoy their play and learning?

Children are busy and engaged in activities within a layout that facilitates movement between well setup areas. They have good opportunities for free flow play and they choose between a good variety of toys and resources that maintain their interests. Their play is supported when needed and at other times uninterrupted, enabling them the freedom to enjoy their environment and to seek out the child minder when needed. They make use of the garden and frequently go on trips out, giving them the benefit of plenty of exercise and fresh air. Trips out include to the park, beach, soft play, leisure centre and attending organised child minding group. The children commented that they like meeting up with other children and child minders for picnics in the park. They also told us that they particularly enjoy the home cooked meals that the child minder prepares and they described their favourite dishes.

Children enjoy the activities on offer and are well engaged in their play, showing curiosity as they learn new things.

How well do children develop, learn and become independent?

Children are confident in their surroundings. They know where things are and resources are organised in such a way that they can help themselves and be independent in their play.

We saw children's good levels of independence accessing resources that they wanted to use, washing their hands at appropriate times and when prompted to do so, helping themselves to their meals and tidying things away when they had finished playing with them. An older child confidently showed us around, pointing out resources and areas that they use in the child minder's home. Children learn about healthy eating because the child minder encourages healthy options, such as fresh drinking water and fruit snacks are always made available to them.

Children are confident and independent learners.

Care and Development

Summary

The child minder provides children with warm, safe and nurturing care. A strength of her service is the dedication to promoting healthy eating and physical activity to benefit children's wellbeing. Her established boundaries and high expectations for acceptable behaviour are evident in children's positive social interactions, supporting them to form good relationships. The child minder is caring and she supports children in their day to day activities, to help them to reach their full potential. All required training and policies and procedures are in place, but some need expanding.

Our findings

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

The child minder is experienced in her role and has a good range of procedures in place for keeping children healthy. She renews her Disclosure and Barring Service Certificates as necessary. She also keeps up to date with food hygiene training, paediatric first aid and safeguarding training. As such, she is aware of her 'Prevent' duty, a responsibility on all schools and registered early years providers to have due regard to preventing children being drawn into extremism. A Safeguarding policy is in place. However, it needs updating to include if an allegation is made against the child minder. The child minder provides fresh drinking water that is readily available and healthy snacks. Some children bring their own packed lunches for meal times, but the child minder also provides home cooked meals of a high standard, using fresh ingredients. Children benefit from plenty of exercise, as the child minder told us that she does not drive. Therefore, they walk everywhere when on excursions and for trips further afield they use public transport. The child minder is mindful of the children's individual capabilities and so she plans walking distances according to their abilities. The day before her inspection she had a group of active children and so they walked two miles to the beach, greatly promoting their physical health. Fire drills are practised regularly and logged. However, further detail is needed to fully comply with the regulations. There is a fire evacuation plan and procedure in place. We viewed the child minder's accident/incident/medication records and noted that they are appropriately recorded and monitored.

The child minder is exemplary at promoting children's healthy lifestyles.

How well does the child minder manage interactions?

Children are guided in their day to day play and learning, to follow guidelines of acceptable behaviour. These were clearly documented in the behaviour management policy. During the session children were well behaved and the child minder did not need to intervene to offer guidance, indicating that clear and realistic boundaries had already been established. This in turn has benefited the children's social learning, helping them to develop lasting friendships in the setting, as they talked about the friends that they have made there and in group settings with other child minders. We noted that the child minder was relaxed in her approach and she engaged in everyday conversations with the children, showing an interest in their day. She created an atmosphere that was calm and nurturing, enabling the children to feel relaxed and at home in her care.

The child minder is a positive role model to the children in her care, supporting their social skills and relationships with others.

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

The child minder plans for and provides a good range of activities for the children in her care. Children are central to their own learning, as they are included in the selection of activities and resources that they enjoy. We saw that there was a good variety to suit all age ranges and abilities. The child minder has a good understanding of the Foundation Phase. She records early years aged children's progress and next steps for development, using flower charts identifying the areas that they have achieved. We noted that incidental Welsh is used in the setting. An older child practiced naming colours in Welsh. The child minder also has plenty of books in Welsh and media displayed on the play room walls to promote children's use of the Welsh Language.

The child minder promotes children's development through a good range of activities.

Environment

Summary

The child minder's home is welcoming and well-resourced with equipment and furniture to enable children to play, learn and relax. Children are cared for in a home which is clean, stimulating and safe.

Our findings

How well do leaders ensure the safety of the environment?

The child minder has appropriate measures and procedures in place to maintain the environment in order to keep children safe. Daily visual checks are made of the premises to ensure that all areas are safe for children. A written risk assessment is in place, but we discussed with the child minder expanding them to include more detail to clearly identify the hazards, risks and actions in each area and to include pets. A fire blanket is secured to the kitchen wall and smoke alarms are in place. A current gas safety check certificate is also in place. The home is free from clutter and provides sufficient space for the number of children and age ranges cared for so that all the children can play and relax. Children have full use of the downstairs of the property and we saw them move freely from one area to another. Children also have use of the garden, which is safely enclosed. The child minder ensures that she supervises the children well whilst providing them with plenty of play opportunities. We noted her calm manner interacting with them, whilst also allowing a free flow of play activity to take place.

Procedures and equipment are in place to maximise the safety of children, but the risk assessments need more detail.

How well do leaders ensure the suitability of the environment?

The child minder ensures that her home and garden are clean, secure and welcoming. Rooms are tidy, well decorated, bright and airy. Resources are within easy reach of the children in boxes, drawers and setup for use in the play room. The hallway has further storage of craft activities. Patio doors lead from the playroom out to the garden, which is a secure and private space for the children to play in. There is a dining table in the kitchen for children to enjoy craft and messy play and eat their meals and snacks together. There are sofas for the children to relax in the play room and a separate living room if needed.

The child minding areas are suitable for children to play and learn in a relaxed and homely atmosphere.

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

The child minder has a good range of resources to promote children's development and keep them engaged and stimulated. Resources include craft materials, small world items, construction equipment, role play items and books. The child minder also has play materials that promote cultural awareness, including a multicultural doll, dressing up items and books. The garden provides plenty of space and physical equipment for children to play and benefit from fresh air and exercise. There is adequate storage in place as a shed houses the outside resources during inclement weather. The resources and equipment we saw were all clean and in good working order.

Equipment is all of a good standard and suitable for a home based child care service.

Leadership and Management

Summary

The child minder has policies and processes in place to help her to operate her business effectively. She reviews her service and has evidence of self-evaluation to improve outcomes.

Our findings

How effective is leadership?

All policies required for the child minding service are made available and signed and dated to evidence their annual review. A fully comprehensive Statement of Purpose is in place, covering all aspects of the changes to the regulations and how the business operates. The child minder records children's accurate times of attendance on a daily register. We saw contracts that were shared with parents, setting out the expectations of both parties.

The child minder complies with the relevant regulations and meets the National Minimum Standards for Regulated Child Care.

How effective is self-evaluation and planning for improvement?

The child minder has a system in place to review the quality of her care and identify improvements. She annually reviews and develops her service, including seeking the views of parents and children. Questionnaires are handed out to parents and children in preparation for compiling her report and they reflect a high level of satisfaction with the service. Comments from parents included, "... has been very supportive in the settlement of X ... extremely patient and understanding ... methods and rules brilliant ... food excellent ... love setup ..." and "loves going to her house ... home lovely ... regularly sends me updates of progress and activities ... extremely happy with the care". Comments from the children's questionnaires included, "I love it", "Margy's baking is amazing", "She bakes a lot of yummy cakes" and "Margy makes everyone safe". The positive comments evidence that both parents and children are happy with the service provided to them for multiple reasons. Following the child minder's review, she has identified further improvements that she would like to make, including investing in some equipment that would help her to occupy younger children in the garden for longer periods, such as suitable seating and an activity table. An appropriate complaints procedure is in place, but no complaints had been received about the quality of the service provided.

The child minder has a process in place to review her practice, including all service users' views on the quality of care provided, in line with the regulations.

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

The child minder does not employ any staff. Contracts are in place with parents and they are kept well informed of any planned holidays or absences, so that alternative child care arrangements can be made. The child minder renews relevant training certificates to keep up to date with best practise. She has named emergency backup child minder's to care for the children if needed, whom the children are familiar with.

The service is well organised and managed by the child minder to ensure that it runs smoothly and parents are clear of childcare arrangements.

How effective are partnerships?

Partnership with parents is promoted by the good systems and processes in place. The child minder uses appropriate child record forms to help her to collect important information regarding the children and to ensure there is clarity about the service provided. Settling in sessions are offered when children start to ensure that the child minder can meet children's needs. It was evident from the paperwork completed that the child minder spends time gaining information prior to children starting, to gain a good insight into the children's needs and to develop positive relationships all round at an early stage. The child minder ensures that information is shared with parents, including policies and procedures and information about the children. She also has a file containing photographs of the various activities that she engages in with the children, to give parents an idea of the varied day that their children would receive. We had the opportunity to speak to two parents and they gave positive feedback on the care that their children receive. Resounding comments related to the child minder's positive behaviour management strategies and good progress that their children have made since attending.

The child minder communicates effectively and works closely with parents to support their children's well-being.

Improvements required and recommended following this inspection

Areas of non-compliance from previous inspections

There were no areas of non-compliance noted at the previous inspection.

Areas of non-compliance identified at this inspection

There were no areas of non-compliance identified at this inspection.

Recommendations for improvement

In order to develop the service and improve outcomes for children, we discussed the following matters with the child minder. They should:

- Update the Child Protection policy to include the procedures if an allegation is made against the child minder;
- expand the risk assessments to include pets and all areas within the home used for child minding, outlining the hazards, risks and actions; and
- ensure that fire drill records detail the exits used, duration, names of children present and any comments.

How we undertook this inspection

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

- One inspector undertook one visit to the service and spent time with the child minder and four children in her care. The inspection was conducted in one day;
- observations of the child minder's interactions with the children were undertaken;
- we reviewed all information held by CIW;
- we examined a range of documentation, including, policies, procedures, record sheets, children's files and log sheets;
- we spoke to two parents; and
- our findings were fed back to the child minder 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	Anne Coles
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:30am to 6:00pm Monday to Friday throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 October 2015
Dates of this inspection visit(s)	27 July 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 through the medium of Welsh. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words</i> ' follow on strategic guidance for Welsh language in social care'.
Additional Information:	