



Childcare Inspection Report on

Jillian Morgan

Hengoed



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Description of the service

The child minder was registered with Care Inspectorate Wales (CIW) in 2003 to provide home based child care for up to six children under 12 years old. Her service is available from Monday to Friday including some school holidays, although she is beginning to reduce the hours of her service. She lives in Hengoed and provides an English language service where the Welsh language is supported through some resources and activities.

Summary of our findings

1. Overall assessment

The child minder uses her child care qualifications and experience to place children's care at the centre of her service. She gives children lots of choice in the activities she provides and encourages them to share their views and do things for themselves. She knows the children well and ensures they have fun, learn and develop through their play. Children benefit from a healthy lifestyle and affection is freely given. The child minder's home is well maintained, safe and secure. The children are cared for in a comfortable, family environment with access to lots of appropriate resources. The child minder keeps effective policies and procedures. She keeps her training up to date and takes up opportunities for learning to support her professional role.

2. Improvements

Older children's experiences are enhanced because they can play in their 'own' area which the child minder has arranged specifically for their use. The additional space enables them to play with activities that might otherwise present some risk to younger children. In addition, all children benefit from the ongoing development of the outdoor play area.

3. Requirements and recommendations

The child minder is meeting her legal responsibility in providing a good child care service. We made some recommendations to develop the service and improve outcomes for children including some revision to paperwork.

1. Well-being

Summary

Children's views are valued by the child minder and they are able to influence their activities. Children feel welcomed, very much at home and have formed good relationships with the child minder and each other. They are able to develop their self-help skills and undertake activities which build their confidence and self-esteem. Children enjoy a good variety of activities at the child minder's home and can spend time outside.

Our findings

1.1 To what extent do children have a voice?

Children can make choices and they are encouraged to express their views. Play is mostly child-led and we observed all children helping themselves to toys and activities. Younger children were chatty, including us in their play, making 'drinks' at the home corner, and telling us how old they will be at their next birthday. Older children told us the best things about being here included playing with friends and the younger children. Some were particularly pleased to know that a new play station was soon to be available for their use, and this was likely to become their favourite activity.

Children are listened to by the child minder and are able to make choices within the activities she provides.

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

Children are settled and comfortable in their care because the child minder knows them well and has developed good bonds of affection with them. They received lots of praise and encouragement, including reward stickers for younger children. Children arrived after school chatting and laughing with each other, quickly making themselves at home. The older children went into their own play space, to decide what to play with. One child proudly told us they had been with the child minder since they were a baby. Children compared how their hands had grown by placing them on the hand prints they had each made on the day they started with the child minder. The prints made up a tree shape, which was called the 'Family Tree' and was displayed in the play space. This had become an important event for all children when starting with the child minder. Older children told us who they might talk to in the event they had a concern while in the child minder's care.

Children feel secure and comfortable in their care with a child minder who creates a relaxed, home from home environment.

1.3 How well do children interact?

Children of all ages interact very well in this service. We observed younger children creating and developing their own role play games together, dressing up and following their imagination at the 'hairdresser's' and in the home corner. They played cooperatively, and

resolved any minor issues they had between them, learning to share and take turns. Older children also engaged well together. Three played a game of Subbuteo, happily discussing the merits of various footballers. Two other children chose a DVD they both wanted to watch, placed stools by the settee, and settled with feet up on the stools with their water bottles ready to drink from as they chose. They were later joined by another child and there was some contented discussion about the film.

Children's emotional security and wellbeing are enhanced by the positive relationships fostered by the child minder.

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

Children are able to enjoy a variety of play based activities which suit their interests and are appropriate to their age and stage of development. We observed a child dressing up as a superhero, asking for a cape and mask to go with their outfit. They went on to describe what a fire officer does, which was prompted by a television programme and the focused activity table set up in the play space. The older children were boisterous and cheerful in their play on arrival from school, eager to choose an activity, relax and eat their snack.

Children enjoy a good range of play and learning experiences with the child minder who recognises the importance of children's play opportunities for their overall development.

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

Children are familiar with their surroundings and know where things are. Resources are organised so that they can mostly help themselves and be independent in their play. We observed children were encouraged to help tidy toys away at the change of an activity and saw they were confident to indicate if they wanted something. Younger children are given support to learn to tend to their own personal needs. They are able to develop concentration skills in focused activities such as a construction activity and shape sorting with appropriate support from the child minder.

Children develop confidence and independence with a child minder who encourages children to do things for themselves and gives them time to carry out their chosen activities.

2. Care and Development

Summary

The child minder uses her level three child care qualification and her experience caring for children to inform her practice and applies a 'home from home' approach to her service. The child minder is able to identify children at risk and has the confidence to follow appropriate safeguarding procedures. She treats children with warmth and respect and follows good hygiene routines. The child minder has realistic expectations of children and is able to plan for their individual needs effectively. She provides activities in her home and in the local area that she knows the children will engage with and will promote their learning and development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder keeps a clean and safe home. She is experienced in her role and has suitable procedures in place for keeping children safe and healthy. She renews the Disclosure and Barring Service Certificates for herself and her husband as necessary. No-one else lives at the premises. The child minder knows what action to take in the event of a safeguarding situation. She keeps up to date with training and is aware of recent developments regarding her responsibilities under 'Prevent' legislation. The child minder is also up to date with Paediatric First Aid training. There is an effective fire evacuation plan and procedure in place. Fire drills are practised regularly and are logged appropriately, although the monthly checks of the smoke detectors are not recorded. We looked at the accident, incident and medication recording systems, which were all in place and the child minder was clear about what action to take in the event of an emergency. The child minder serves food provided by parents of younger children but provides a range of snacks after school for all children, taking account of her healthy eating policy and procedure and any individual dietary requirements. We observed good, hygienic systems routinely in place. Children's health and well-being is promoted, including regular outdoor activities.

The child minder maintains good systems to promote children's health and welfare.

2.2 How well do practitioners manage interactions?

Children are clear about what is and is not, acceptable because the child minder applies a consistent approach. She takes into account the age, stage of development and needs of each child, reflecting her policy and procedure for managing behaviour. It includes the 'house rules' which are also displayed in the play space, and older children are familiar with them. A younger child told us how they were 'taking turns' in an activity with their friend, and we observed the child minder was clear, kindly and firm if there was a need for a prompt to share.

The child minder sets and holds realistic expectations of children's behaviour and celebrates their achievements.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder provides care which is child centred and meets children's individual needs in a cheerful and caring atmosphere. She keeps an extensive range of toys, activities and resources that are suitable for the children who attend. This is an English speaking service while there are books and activities that promote the Welsh language. Children follow seasonal themed activities including some multicultural celebrations. The child minder told us about her weekly routine in which care is provided on a part time basis for all children. Mornings may be spent at local parent and toddler groups where children enjoy sociable activities and messy play. Afternoons are mostly spent at home to meet children's sleep, rest and school needs. They are provided with free play or focused activities such as craft or cooking. During school holidays children can enjoy craft activities and story time at the local library. Observations and activity planning take place informally using photo files for each pre-school child. They are shared with parents. We recommended that the child minder uses her recorded observations to identify specific activities she plans to provide which support next steps in children's learning. Attendance records showed that the child minder keeps the number of children she cares for at any time lower than she might, so that she can be confident about the attention she gives them.

Children's play and learning are promoted by the child minder who has skills and knowledge to meet their individual needs.

3. Environment

Summary

The child minder ensures that her home is safe, secure and child friendly. Children are given a good range of resources and experiences that support and enhance their learning and development. The child minder provides an environment in which children can play, learn and relax safely and she takes steps to minimise risks to children.

Our findings

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

Children are looked after in a safe, clean and secure environment and the child minder carries out regular risk assessments and cleaning routines, including a daily visual check throughout the play space. We were told that daily cleaning takes place, and regular deeper cleans are planned and carried out. The front door was kept locked during the inspection and the garden access was kept secure. Children have no access to the kitchen which is kept gated. The play space designated for older children's use can also be gated. We saw the first aid kit and a fire blanket were easily available. A record of accidents was kept, which showed that only minor accidents had occurred and had been dealt with appropriately. Toilet and hand wash facilities were on the ground floor, which were appropriately kept and children can use them independently. The child minder maintained relevant insurances and the annual gas safety certificate for her home. Children have no access to, or use of, the internet, mobile phones or computer games. The child minder had taken account of recent developments in regulations about data protection and was clear about how she keeps and shares information securely. She keeps a mostly effective set of risk assessments for activities and outings. There is a family dog, which children may have some supervised access to and is accounted for in a pet policy.

The child minder is clear about her responsibility for maintaining a safe environment for children.

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

The child minder's home is welcoming and furnished comfortably, enabling children to relax, play and do many things for themselves. The child minding area is separated from the main house and has its own entrance. Access to the family home is via the kitchen which is kept gated. The play space has patio doors for easy access to the garden for outdoor play, where there are fake grassed and paved areas. It is accessed by some steps, but currently has a drop to one side which has no protective edging. This was not mitigated for within a risk assessment. A play house and a range of outdoor toys are available for use. Children were able to help themselves to toys and activities from the storage boxes or those left out, such as vehicles, construction toys, books, small world and lots of role play resources. There were lots of board games and a play station for older children to enjoy,

including a television and collection of age appropriate DVDs. After school care is provided for three afternoons each week. The child minder told us that while she may prepare some craft activities for children after school, they usually choose to relax with games or television. She keeps some resources stored separately, rotating their use to meet the needs of children and support planned themes and activities.

Children are cared for in a home from home environment which provides good play and learning opportunities.

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

Children have easy access to furniture, equipment and a good range of toys and materials that are kept in good condition and meet children's needs. The child minder checks the toys and equipment daily and more formally within the annual written risk assessment. We were told that toys and resources were also checked for wear and tear as they were used, or tidied away. Deep cleaning of all toys and play space is planned and carried out regularly.

The child minder maintains good routines to ensure resources are suitable for children's use.

4. Leadership and Management

Summary

The child minder runs her service so that it meets the National Minimum Standards for Regulated Child Care (NMS) and relevant regulations. She is organised and keeps her paperwork in a clear and accessible system, although we recommended revision to some policies and procedures. Parents are given the information they need to make an informed choice about using the service. The child minder has a level three child care qualification, several years' practical experience, keeps her training up to date and has undertaken additional training to ensure that experiences for children are positive. She provides a good, improving service, sets up ways to reflect on her practice and includes parents and children's views in the process.

Our findings

4.1 How effective is leadership?

The child minder manages her service effectively. We discussed her statement of purpose and found that it is clear but needs to be updated to reflect fully NMS 1.2. We looked at the child minder's comprehensive set of policies and procedures and found that overall they are appropriate and she confirmed that she shares them with parents. We made some recommendations for revision to the complaints procedure and behaviour policy and procedure.

The child minder delivers a consistent and improving standard of care to children.

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

Children's outcomes are enhanced because the child minder takes a reflective approach to operating her service. She reviews her service annually and we looked at the latest review completed earlier this year, which took account of both children's and parents' views via their individual questionnaires. Parents' were very happy with the service they and their children received. Children's questionnaires showed they particularly liked the garden play while one would like more play dough. The child minder explained that she provides home made salt dough for children but does not buy the commercial variety, which the child had referred to. Her review described further plans for developing garden play and her take-up of the government's child care offer. The child minder has attended additional training such as fire safety awareness and has achieved the Gold Standard Healthy Snack award and also the local authority's quality assurance standard.

The child minder reflects on her service and takes steps to improve it.

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

The child minder ensures that children's needs are met by setting clearly defined roles and responsibilities for herself which are shared with parents at the settling-in period. The arrangements she makes for household and any family members including the family dog, who may be present are effective and clear.

The child minder has good systems in place to ensure the smooth-running of the service.

4.4 How effective are partnerships?

The child minder works closely with parents to ensure their children's needs are met. The child minder provides them with the information needed to make informed choices about their child's care. Discussion with her showed that she knows the children and their families well and she has cared for a number of children and their younger siblings over a number of years. She told us that she helps prepare children for their transition to formal education to a local school where she is well known and is invited to their concerts. There was a chatty and informative hand over to parents as they collected their children. We spoke to parents who told us their child *"Loves it; they're disappointed when I pick them up! Jillian is friendly and approachable, always with a smile, and children have a good time"*; *"I can only reflect what my child says; loves playing with their friends"* and *"Jillian was recommended by my colleagues. After a summer break, I was sent pictures to reassure me that my child was re-settling well"*. We saw that the child minder encourages children to think about others in the wider world and was supporting a charity with a 'Christmas jumper day'.

The child minder understands the importance of working in partnership to ensure that children receive the support they need.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

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

- amend the statement of purpose to fully reflect NMS 2.1;
- amend the complaints procedure to include a statement about the procedure for parents whose children may be sponsored by the Local Authority, a statement about action she would take in the event of a concurrent consideration of a complaint and how CIW may respond to any complaint they may receive;
- develop a separate complaints procedure that older children may use;
- amend the managing behaviour policy and procedure to include a statement to say that CIW will be informed of any changes to the procedure within 28 days;
- ensure that the garden play risk assessment includes management of the drop to one side which has no protective edging;
- record the monthly smoke detector checks; and
- use the developmental observations of children to identify plans for specific activities which support next steps in children's learning.

6. How we undertook this inspection

This inspection was announced at very short notice and undertaken as part of our normal schedule of inspections. The inspector undertook two visits to the service of approximately two and a half hours and three hours on the same day. We gave feedback of our findings to the child minder at the end of the second visit. There were seven children present between the ages of 18 months and seven years during the inspection. Evidence for the report was gathered using the following methodology:

- We looked at the range of paperwork the child minder keeps about her service – including policies and procedures, risk assessments, contracts, children’s records, accident records and safety certificates;
- we observed the children interacting with the child minder and choosing their activities;
- we spoke with the children and parents, and
- we spoke with the child minder about how she runs her service and her plans for the future.

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	Jillian Morgan
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	7.00 – 18.00 five days a week including school holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 June 2015
Dates of this inspection visit(s)	12 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 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: the child minder is reducing the operational hours of her service.	