



Childcare Inspection Report on

Susan Griffiths

Swansea



Date of Publication

Thursday, 9 May 2019

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Description of the service

Susan Griffiths provides a child minding service from her home in Swansea. She looks after a maximum of six children at any one time and provides the service for children aged between birth and 11 years of age. The opening hours are 7:30am to 6:15pm, Monday to Friday and the service is provided through the medium of English.

Summary of our findings

1. Overall assessment

The child minder is very caring and supportive and she provides nurturing care. Children feel very happy, relaxed and confident in the child minder's care and they have good opportunities to develop their individual skills. The child minder provides a very suitable environment and the leadership and management of the service is appropriate, on the whole.

2. Improvements

The child minder ensured that a household member completed an application for a Disclosure and Barring Service (DBS) check, as this had expired at the time of our first visit. She also took immediate action, following our visit, to provide individual towels for children to dry their hands hygienically.

3. Requirements and recommendations

We notified the child minder that she was not compliant with the regulation in relation to record keeping as the medication records did not contain all of the relevant information.

We also made a number of recommendations to the child minder and these are detailed at the back of this report.

1. Well-being

Summary

Children are very happy and confident in the care of this child minder. They know that their voices will be listened to and they treat others with kindness and consideration. Children are very interested and engaged in their activities and they have good opportunities to develop their skills and independence.

Our findings

1.1 To what extent do children have a voice?

Children have regular opportunities to make choices and voice their opinions.

Children were offered choices, such as what colour spoon they wanted, what models they wanted to make with construction blocks and what they wanted to eat. For example, they chose the toppings that they wanted on their pancakes and a child asked, "Next time I come, can we have tomato soup?" to which the child minder responded saying, "Yes, you can help make it." Children chose the activities they wanted to do and they were fully involved with what was happening throughout our visits. For example, a child chose to have help when the child minder asked, "Do you want to carry on yourself or do you want me to help you?"

Children have a strong voice.

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

Children are confident and relaxed in the child minder's care. They know that they are valued and they can raise any concerns with the child minder.

Children were very confident and happy during our visits. Older children chatted confidently with the child minder and with us and a younger child gave us 'high-fives'. Children asked for help when they needed it. For example, a child asked the child minder "Can you help me undo my jumper?" An older child told us that they speak to the child minder if they have any concerns from their school day. Parents told us that their children were extremely happy attending this service. One parent told us that their child asks to attend in the holidays and another told us that their child would go to the child minder every day if they could.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children show consideration and kindness to each other. They take turns and behave well.

Children took turns well throughout our visit. For example, they waited their turn to wash their hands, with one child saying "I won't be long," and they took turns to choose what they wanted on their pancakes, with one child saying to a younger child "You go first." Older children treated younger children with affection and took account of their age. For example, an older child said, "Are you giving me a cuddle?" and affectionately ruffled the younger child's hair and also kindly reminded a younger child, "What's the magic word?" A group of children of different ages worked well as a team together to build a den, negotiating who was going to do what and discussing which games to play once it was completed. Children used very good manners when interacting with others throughout our visit. For example, a child said, "Sue can I have a napkin please?" and a child said to their friend, "Thank you for giving me the pencil."

Children interact very well.

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

Children are engaged and interested in the activities they do.

Children were very engaged during our visits making Mother's Day cards, building a den and playing with construction blocks. A child said "Wow!" when the child minder got the tub of blocks out. Children also showed excitement and enthusiasm when they told us about previous activities they had done with the child minder, showing us photographs and items they had made. For example, a child told us about a trip they had to the pier where they were able to bring their own scooters and they had ice-cream!

Children really enjoy their play and learning

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

Children have varied opportunities to develop their individual skills and independence.

Children had many opportunities to develop their communication skills as they talked with the child minder about their play, their choices and their experiences throughout our visits. This also gave the children good opportunities to develop their social skills. Children practised their physical skills through playing with balloons and den-building. Younger children went out for a walk and visits in the community on a daily basis and older children went on trips during the holidays, such as trips to the beach, the local park and cafés. Parents told us that their children's skills had developed very well since attending this service, with one parent commenting that their child's art skills and handwriting skills in particular had improved greatly.

Children did things for themselves. For example: they took their own coats off; they took their shoes off and put them in a storage container; they poured their own drinks; and they washed their hands independently, with help being provided by the child minder when necessary. Children tried things for themselves and persevered but they were also confident to ask for help where it was needed. For example when building a den, a child tried to solve the problem of keeping a blanket in place but then said, "Sue please may I have some help?" to which the child minder suggested a lighter blanket and they were able to tackle the problem together.

Children develop and learn well and they successfully develop their independence.

2. Care and Development

Summary

The child minder provides nurturing care and creates a very positive atmosphere. She gives children lots of individual attention and knows their skills and preferences well. She promotes a healthy lifestyle and generally keeps children safe. However improvements are needed regarding visual checks on sleeping children and keeping records of children's development

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has sound safety procedures in place in most areas. She actively promotes a healthy lifestyle.

The child minder employed good safety procedures on the walk to school. She held hands with children and, for a child who did not like holding hands, she provided reins. She followed suitable hygiene procedures when changing nappies and encouraged the children to wash their hands before eating. The child minder had up to date training in paediatric first aid, child protection and food hygiene. She knew and understood safe procedures to follow when we discussed a hypothetical child protection scenario. However, the child minder did not perform regular visual checks on a sleeping child during our visit. The child was sleeping in a pushchair in the same room but could not be seen. The child minder assured us that she would normally check on the child regularly.

The child minder was enthusiastic about providing a healthy diet for children and offered plenty of physical activity. She cooked in advance, using fresh ingredients and provided meals such as spaghetti bolognese, lasagne and soup. She told us that she works with parents and children to find healthy meals that children like. The child minder provided plentiful fruit as snacks and a choice of water or milk to drink. The child minder took the children out to play on a regular basis. Although her garden was not in use during our visit, we saw lots of photographic evidence of the children enjoying play in the outdoors.

The child minder keeps children safe, on the whole. She keeps them very healthy.

2.2 How well do practitioners manage interactions?

The child minder creates a relaxed, happy and fun atmosphere. She positively encourages children to behave well.

The child minder gave the children lots of individual attention throughout our visit. She responded positively to their requests. For example, when a child wanted her attention when she was changing another child's nappy, she said, "I'm going to help you in a minute. Shall we build something?" She asked children about their school day and talked about how to deal with situations appropriately, at a level suited to their age. The child minder

encouraged children to use good table manners and social skills by sitting with them to eat meals. She told us that she loves her role as a child minder and that was evident from the kind, nurturing way that she interacted with the children. Parents strongly agreed that the child minder was caring and supportive and they made comments in questionnaires such as, 'She is kind, caring and so supportive' and 'She goes above and beyond to ensure every child feels valued and achieves success.'

The child minder manages interactions very well.

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 and meets their needs. She provides a range of activities and individual support to the children to help them develop their skills.

We found, through discussion, that the child minder knew the children's skills and preferences well. For example, she had a good understanding of a young child's physical development and gave the child an extra spoon when she was feeding them to encourage the development of their self help skills. She gave another child, who was at a later stage in their development, a fork as well as a spoon. She also prepared melon as it was a preference of a child who attended that day. The child minder planned a broad range of activities that had the potential to develop a range of skills, through activities such as cooking, play dough modelling, playing football and planting and growing. She also followed the children's lead in their play, asking them what they would like to do and providing support where it was needed. A parent told us in a questionnaire that the child minder 'identifies children's strengths and needs and ensures that activities help them to progress further and have fun.' The child minder also helped the children with their homework and encouraged them to practise their spellings from school. However, the child minder did not keep records of children's development.

On the whole, the child minder promotes children's play, learning and development well and successfully meets their individual needs.

3. Environment

Summary

The child minder provides a very suitable and comfortable environment for the children. She ensures they have plenty of good-quality resources and she provides them with accessible facilities. She takes action to reduce risks in the environment.

Our findings

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

The child minder has processes in place to keep the environment safe.

The child minder was very aware of the importance of being vigilant about the safety of the environment. For example, she had installed a mirror so that she could see the children in the lounge if she was in the kitchen and she used a two-ring hob rather than a four-ring one so that younger children could not accidentally touch it. She had also identified that the decking needed replacing in the garden and had taken action to arrange this, keeping children away from the area in the meantime. However, she did not write risk assessments and update these regularly. She conducted fire drills regularly, which included evacuation drills that used different exits and she kept a record of these. She also performed regular tests on the smoke alarms and carbon monoxide alarm in her property. The child minder kept the door locked and kept a record of visitors, reminding us to sign this record during our visits. She had also ensured that the gas safety check on the central heating system was up to date.

The child minder ensures that the environment is very safe, on the whole.

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

The child minder provides the facilities that children need and designs the environment to encourage children's independence.

The child minder provided the care mainly in the lounge and kitchen of her home. She had ensured that the lounge was a comfortable carpeted area with a clear space for children to play and sofas should the children wish to relax or have a rest. The child minder provided a table in the kitchen area where children ate their meals and snacks and could do table-top activities. The bathroom was easily accessible for the children and the child minder had put a step in place so that children could use the toilet and hand wash basin independently. She also provided a low-level mirror for the children. At the time of our first visit, children shared towels. By the time of our second visit, the children each had a peg, which they had labelled with their names, on which they could hang their chosen towel. The towels for younger children were placed at a lower level so that they could be easily reached. Resources were stored in cupboards in the lounge and most of these could be accessed independently. Although we did not inspect the outdoor area, the children and the child minder told us that it was normally well used. A child told us that they had access to sand

and water play outside, they sometimes eat outside and also that “If it’s really hot we put the umbrella up.”

The child minder provides a very suitable environment.

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

The child minder provides resources and equipment that are suitable for a range of ages and interests.

The child minder provided plenty of resources so that children could have a choice. For example, she provided construction toys, soft toys and dressing-up clothes for younger children. For older children, she provided board games and card games. The child minder had a vast range of craft resources for children to choose from when they were making cards, such as different coloured and shaped card, colouring pens, feathers and sequins. The child minder and children also told us about the resources that were available for outside play, such as ride-on cars and tractors and balance boards. The child minder provided specific resources to meet children’s needs. For example, she provided dolls and accessories, as well as books about babies for a child who was due to have a new baby sibling. The child minder ensured that the children had suitable plates and cutlery and she also provided a water dispenser so that children could help themselves to cups of water. She also ensured that they had seating suited to their age, including a high chair and booster seats. She had purchased spare wellies in case children forgot theirs so that they could play outside in wet weather. The resources that we saw were clean and in good condition.

The child minder provides resources and equipment of good quality.

4. Leadership and Management

Summary

The leadership of the service is adequate on the whole. The child minder generally manages the business appropriately and ensures that she complies with regulations in most areas. However, improvements are needed in relation to medication records, the statement of purpose and some policies. The child minder has very good partnerships with parents who are extremely happy with the service provided.

Our findings

4.1 How effective is leadership?

The child minder has clear aims and a positive ethos which she shares with others. However, not all of the relevant information is included in the statement of purpose and policies.

The child minder stated that her aims were to provide a happy secure, caring and stimulating environment and care for all children with equal concern, which we saw in practice. The statement of purpose did not have the full information as stated in national minimum standards. For example, it did not contain information about the facilities available and the admissions policy. The child minder's policies were basic and most had not been updated for some time. The child protection policy did not show awareness of the All Wales Child Protection Procedures. However, the child minder had kept up to date with developments in child care provision and she had registered with the Information Commissioner's Office (ICO)

Leadership is generally appropriate.

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

The child minder completed an annual quality of care review process and she was in the process of developing this system.

The child minder had completed a quality of care review and prepared a report on this review. However, this report did not include children's views, although their views were paramount in her provision, and it did not contain targets for improvement. She had sought parents' views for the review process. The child minder had started to prepare children's questionnaires, to seek their views for her next quality of care review and although she had not recorded them, she had identified areas for improvement in her service, such as improving the quality of care process and improving the outdoor environment. The child minder took prompt and thoughtful action on our recommendation regarding providing separate towels for children.

Self-evaluation and planning for improvement is developing.

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

The child minder complies with her conditions of registration. She keeps appropriate records in most areas although the keeping of medication records does not meet regulations.

We checked a sample of attendance records for the service and we found that the child minder keeps a record of the accurate hours that children attend and she does not look after more than the number of children stated on her certificate of registration. She had an 'overview' record in place to plan for the number of children of different ages she could look after on any day in order to stay within the ratios stated in national minimum standards.

The child minder kept appropriate information on accident records and ensured that parents signed these to show that they had been notified. The child minder knew the importance of keeping records about any accidents and confirmed that there had been very few. At the time of our first visit, one of the Disclosure and Barring Service (DBS) checks had expired for a household member. By the time of our second visit, the application for this had been completed. The child minder ensured that she updated the public liability insurance for the service and also had an up to date MOT and business insurance in place for the car she used to transport children. She had made a check list of renewal dates for insurance, training and safety checks so that they were updated in a timely manner. The child minder's medication records were disorganised and there were not full records of both the consent and the administration for all cases where medication had been given.

The management of records is not fully effective.

4.4 How effective are partnerships?

The child minder establishes good relationships with parents in order to meet the children's needs. She forms links in the community and with other child minders.

We checked a sample of children's records and found that the child minder had sought all of the relevant information from parents and agreed a contract for the care of each child. Both the child minder and parents gave examples of occasions when they had been in close communication in order to meet children's specific needs. The child minder kept in touch with parents by text and private social media messages and she had a relaxed conversation with them when they collected their children. Parents were extremely happy with the service provided. All parents, who had completed CIW questionnaires, strongly agreed that the child minder communicates well with parents. They had very positive comments to make such as that the child minder was 'superb' and that she had an 'outstanding relationship' with their children.

The child minder attended meetings organised by the local authority where she had the opportunity to discuss child minding practice with other child minders and professionals. She had good links in the community as she took the children out and about regularly. When we accompanied the child minder to the school, neighbours, parents and school staff

greeted her and the children warmly. The child minder told us that the school pass on over-ripe bananas to her, rather than throwing them away, for making banana cake.

Partnerships are very effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

At the previous inspection of this service, we notified the child minder that she was not compliant with regulation 20 (2) (a) because a household member's DBS check had expired. The child minder is now compliant with this regulation.

5.2 Recommendations for improvement

We recommend that the child minder should:

- Update the statement of purpose;
- keep development records;
- complete regular visual checks on sleeping children;
- complete up to date risk assessments for her home and outings;
- develop her quality of care review process so that the report clearly includes children's views, as well as parents' views, and identifies areas for improvement;
- update and expand the child protection policy to include up to date information and demonstrate that she will follow the All Wales Child Protection Procedures; and
- review all policies and update them where necessary.

6. How we undertook this inspection

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

Two inspectors visited the service on 5 March 2019 and one inspector visited on 13 March 2019 for a total of approximately six and a half hours. We:

- inspected a sample of documentation and policies;
- observed the care being provided by the child minder;
- spoke to the children, parents and the child minder and
- read three questionnaires from parents.

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	Susan Griffiths
Registered maximum number of places	6
Age range of children	Birth to 11 years
Opening hours	7:30am to 6:15pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 October 2015
Dates of this inspection visit(s)	5 March 2019 and 13 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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	