



Childcare Inspection Report on

Hannah Richards

Llandysul

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Hannah Gaynor Richards has been a registered child minder since 2002 and provides care for a maximum of 4 children up to the age of 12. She operates from her home in Llandysul. Her hours of operation are 8am to 6pm Monday to Friday. The service is provided through the medium of Welsh.

Summary of our findings

1. Overall assessment

Children enjoy a wide range of innovative and interesting activities. They are happy, well settled and have an exceptionally strong voice. The child minder promotes a healthy lifestyle and children have access to a well-resourced outside area. She knows the children very well and plans stimulating activities and play experiences. The environment is safe, clean, and comfortable as well as child focused. Children have access to a broad selection of resources. The child minder has excellent administrative skills and her documents and records are well organised.

2. Improvements

The child minder has bought new outdoor equipment including wheelbarrows, water sprinklers, buggies, and water trough.

3. Requirements and recommendations

None

1. Well-being

Summary

Children are well settled and evidently enjoy their time at the service. They find the activities and play experiences extremely interesting and exciting. They have a strong voice and express themselves confidently. They interact well with each other, the child minder and other adults.

Our findings

1.1 To what extent do children have a voice?

Children are unreservedly confident in expressing themselves and know they are listened to.

Children persistently and confidently made their opinions known and asked for help when required. During a sticking activity, children confidently asked the child minder for help to take the back off their stickers. They knew they would be responded to positively and the child minder began the process of taking the sticker off, enabling the child to remove the remainder of the sticky part. Children chose the colour, size and shape of the stickers they wanted as well as where to place them on their piece of work. Children happily chatted to the child minder about their homes and involved her in their play. They brought her cups of tea and roleplay food to eat and spoke about their farm animals. Young children were delighted when their nonverbal babbling and hand gestures received a positive response. For example, a young child lifted up their arms indicating they wanted to be carried. The child rubbed their face against the child minder's neck and gave the child minder a huge smile as they were picked up. Very young children were able to access toys themselves. One child decided they wanted to play with the shape sorter and proceeded to get the toy for themselves.

Children have an exceptionally strong voice.

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

Children are settled, comfortable and are highly valued.

Children were very happy and eager to participate in activities during our visit. They were very familiar with the routines and environment. They knew where to find resources and helped themselves. Children got out dolls, vehicles, books and blocks as they wanted. Children enjoyed a wide range of activities as well as quiet time. Children were relaxed enough to fall asleep independently in a cot in the upstairs bedroom. They were given their comfort toy, sung a lullaby on the way upstairs, and felt completely at ease. Children had an individual distinctive hand towel to wipe their hands after hand washing. After completing a craft activity, the child minder drew around the children's hand and wrote their name on the back of their craftwork. Children were very proud to show their craft and their individual handprints on the back of their work. Each child baked and decorated a cake to celebrate their birthday.

Children enjoyed retelling stories of their birthdays, baking and decorating a chocolate cake with the child minder.

Children feel exceptionally safe, happy and valued.

1.3 How well do children interact?

Children are relaxed in their interactions.

Children played together happily and shared toys and resources with each other. Two children collaborated to build a tall tower. The youngest child knocked the tower over much to the delight of the children who squealed with laughter. The children then started the process of building the tower again and allowed the youngest child to push the tower over repeatedly. Children handed toys to each other as they played. For example, one child handed role-play food to another child as they played with the role-play kitchen. An older child affectionately smoothed the head of a younger child. When the child minder spoke about the activities the older child had participated in, the older child would add in the name of the younger child. For example, the child minder spoke about their visit to the park. The older child insisted on naming the younger child and saying they were present in the park. The older child was obviously very fond of the younger child.

Children interact exceedingly well

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

Children enjoy following their own interests, initiating their own imaginary play as well as taking part in planned activities.

Children explored their environment freely and confidently getting resources, as they wanted. Children sang happily to themselves as they played on the floor pushing vehicles around. Children asked if they could complete jigsaws and contentedly completed one after another with each one getting progressively more difficult. They played with a role-play tool set and pretended to fix various objects. Children became animated and excited when it was time to take part in a craft activity. They thoroughly enjoyed choosing various coloured, shaped and size leaves to stick on their hedgehog. Young children concentrated for a long period, peeling away the stickers on the reverse of the leaves and sticking them on the hedgehog they had painted previously. Children's faces light up when they spoke about a recent trip to the river where they had thrown stones into the water. Young children were able to discuss what objects floated and which objects sank as they had experienced these activities whilst visiting the river.

Children thoroughly enjoyed their time with the child minder and thrive on the variety of stimulating activities.

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

Children are making excellent progress, and are confident to try new activities.

Young children took part in a variety of stimulating activities that promoted their development. For example when taking part in an arts and craft activity, children were able to name the colours of the leaves. Children discussed which animals hibernated and had painted their own hedgehog and autumnal leaves. Children had numerous opportunities to develop their independence. For example, children tidied up at various points during our visit and knew where each toy belonged. They ate their lunch independently using small cutlery and drank water from their beakers. They washed and dried their hands independently and found their individual distinctive hand towel. They peeled stickers independently to stick on their hedgehog. Having had their nappy changed they helped carry the nappy sack to the correct bin before washing and drying their hands. Young children carried out activities that would be expected of older children such as holding a book correctly, turning the pages and completing jigsaws. Children discussed the properties of objects. For example, when completing a jigsaw a young child commented that the jigsaw was made from wood and was hard, and it would float in the river.

Children are exceptionally motivated to develop and become independent.

2. Care and Development

Summary

The child minder plans stimulating and varied activities that considerably contribute to the children's learning and development. She has a comprehensive knowledge of the individual needs of the children in her care. The child minder promotes healthy lifestyles and is effective at keeping children safe.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder actively implements policies and procedures.

The child minder had an excellent understanding of the child protection procedures and had attended a course in March 2018. She clearly outlined her response if she had any concerns. She was aware of the duty to prevent children from radicalisation and had a policy in place. She had prepared a comprehensive risk assessment for the indoor and outdoor area. Safety equipment such as fire blankets, fireguards and safety gates were in place. Records evidenced regular fire drills. She had registered with the local food safety department and kept a daily log of the refrigerator temperature. The child minder provided a variety of nutritious meals for the children in her care. During our visit, children had a meal of fish fingers, peas, sweetcorn and potatoes and water to drink. Playing outdoors was an integral part of the service however, due to inclement weather we did not see the children play outside. However, there were photos of the children enjoying the outside area displayed in the kitchen and children questionnaires confirmed that the children enjoyed playing in the garden.

The child minder successfully keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is purposeful in her interactions with the children.

The child minder was an excellent role model as she was gentle and patient with the children. She took time to explain things to the children and expanded their language at every opportunity. She referred back to the children's previous experiences to consolidate their understanding. For example, when a child took out a wooden jigsaw she asked the child if they knew what it was made from. The child answered "pren", (wood), the child minder went on to ask the child how it felt to which the child answered "yn galed."(hard). The child minder asked the child where else they had seen wood and the child recalled being down at the river investigating what materials floated and which sank. She consistently praised children as they played. For example, when a child eventually peeled back a sticker independently she said "Da iawn ti!" and when a child completed their art and craft hedgehog activity she said, "Dwi yn hoffi dy ddraenog. Mae e yn lliwgar iawn. Da iawn ti!" (I like your hedgehog. It

is very colourful. Well done!). Young children behaved very well during our visit. The child minder constantly enhanced their language and numeracy skills.

The child minder manages behaviour consistently.

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

The child minder provides a nurturing and caring atmosphere and is exceptionally responsive to the children's individual needs.

The child minder was caring and affectionate with the children in her care. She recorded achievements and activities in daily diaries so that parents could share in their children's success. The diaries were personal and detailed for example; one extract recorded how kind one child had been to other children whilst another stated "Gallu rheoli'r brwsh paent yn rhagorol." (can control the paint brush excellently). She also recorded what the children had eaten; if they had slept as well as if they had taken part in fire drills. The child minder knew the children in her care well and pointed out what each child would choose to play as they left a focused activity. She knew that one child would settle quickly to sleep when given their comfort toy. The child minder promoted children's development by planning a variety of stimulating activities that she documented in their daily diaries. She planned activities around a theme. The current theme was autumn and the child minder had files of resources and activities prepared around the theme. Evidence of the children's activities around the autumn theme were displayed in the living room. These included leaf bunting that the children had painted and hedgehogs hidden in leaves. Photographs were taken of activities and at the end of the theme; children were given copies to take home.

The child minder is committed to planning interesting and stimulating activities to promote the children's play and development.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and highly suitable for children. Children's craft work was displayed in the living room and photographic evidence of various activities was displayed in the kitchen. The enclosed outside area has ample play opportunities.

Our findings

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

The child minder keeps the premises safe, clean and tidy.

The child minder ensured that the door was locked at all times. The child minder's diary was actively used to record visitors to the service. She kept her home clean, tidy and at a comfortable temperature. The child minder had risk assessed every area used by the children and had kept records. Safety equipment such as stair gates were in place at the bottom of the stairs as well as a fireguard surrounding the fire in the living room. The outside area was fully enclosed.

The child minder operates thorough procedures to keep the environment safe.

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

The premises are very welcoming and well maintained.

There was sufficient space and facilities on the premises and the children could easily access toys and resources. The premises were clean, comfortable and well decorated. High chairs and booster seats were available so that the children could access the kitchen table. A step was available in the down stairs toilet so that the children could access the sink to wash hands independently. Upstairs, cots were available so that the children could sleep in comfort. Each child had an individual hand towel. Outside children had access to grassed area with a large frame with various swings, plastic playhouse, slide, ride on toys, rockers, wheelbarrows and small table and chairs. Children did not play in the garden during our visit due to inclement weather however, we saw photographic evidence. Children's questionnaires noted "Gardd Gaynor fel parc- joio tŷ bach twt."

The environment is highly suitable for children.

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

The child minder ensures children have access to suitable equipment and resources.

Toys were clean and in good condition. The living room contained a wide range of equipment to suit the children being cared for and which the children could easily access. The child minder also stored toys upstairs and rotated the toys to provide variety for the children. There were plenty of materials available for craft activities with children's work displayed. There was a broad selection of equipment and resources

for both indoor and outdoor play. The child minder subscribed to an early years activity magazine, which kept her up to date with fresh and innovative ideas.

The child minder systematically ensures that the resources and equipment are of good quality.

4. Leadership and Management

Summary

The child minder is motivated and clearly enjoys looking after children. She maintains records and documents and has excellent organisational skills. She is a member of the Llandysul child minders group and shares good practice and keeps abreast of new developments. She has excellent partnerships with parents and is active in her community.

Our findings

4.1 How effective is leadership?

The child minder complies with the child minding and day care (Wales) regulations 2010 and the national minimum standards for regulated childcare for children up to the age of 12.

The statement of purpose was clear, informative and provided an accurate picture of the service. Parents were happy with the information they received about the service. All required child records and documents were in place and were well organised. The child minder had obtained all necessary forms from parents such as personal information, contracts, emergency medical consent, and accident and incident signatures. The child minder had numerous policies and procedures that focused on meeting children's needs, such as child protection, behaviour management and preventing radicalisation policy. The child minder reviewed her policies annually and updated them as necessary.

Leadership is strong.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place to review her service and values feedback from parents and children.

The child minder issued questionnaires to parents and children asking for feedback on her service. Feedback from parents and children were very positive with comments such as; "Rwy'n joio popeth a chael hwyl a sbri gyda fy ffrindiau" and "Rwyf yn llwyr argymhell gwasanaeth Gaynor i unrhyw rieni, gan ei bod yn berson mor hawdd i ymdrin â. Mae datbygiad fy mhientyn ,ynghyd a'i annibynrwydd wedi blaguro cymaint ers bod yn ei chwnmi. Mae bob tro yn gadael gyda gwen enfawr ar ei hwyneb, yn amlwg wedi cael profiadau arbennig." A parent commented that they would recommend the child minder to other parents, as she was so easy to liaise with. They felt their child was developing well and gaining independence. Their child always left the child minder's home happy and had obviously had great experiences. The quality of care report for 2018 was detailed and looked at each area of the child minder's practice. For example, the child minder had registered with the food standards agency and kept a record of food served, the temperature of the food, fridge and freezer temperatures. New equipment had been purchased for the outside area.

The child minder actively evaluates her service.

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

The child minder has a wealth of childcare experience and relevant qualifications.

The child minder has up to date training in safeguarding, paediatric first aid and food hygiene and recently attended an annual childcare conference. She has attended a number of other courses including; development of young children's social and emotional skills, relaxation techniques, busy feet and playing outside. She ensures she keeps up to date with good practice. The child minder had a valid liability insurance certificate and her car documents were correct. The childminder had two other child minders as her contingency back up in case of an emergency. The child minders meet up regularly so that the children they care for can socialise and are familiar with all three child minders. All household members over the age of sixteen had valid DBS checks.

The child minder is systematic and very well organised in the management of her business.

4.4 How effective are partnerships?

The child minder has positive partnerships with parents, local playgroups and other child minders in the community.

The child minder had a positive working relationship with parents and provided daily written feedback in children's individual books. The child minder also presented parents with photographs of their children's activities at the end of a theme. Parents commented; "Mae gan fy mhlentyn ddyddiadur sydd yn cael ei lenwi'n ddyddiol. Yn ogystal rydyn yn derbyn adborth ar lafar dyddiol" and "Mae'n dod nôl a nifer o eitemau celf yn wythnosol. Rydyn yn derbyn llu o luniau ohonno yn gwneud y gwahanol weithgareddau." Parents were happy with the daily diaries and verbal feedback. They received weekly artwork their children had created as well as photographs of the children participating in various activities. She is an active member of the Llandysul child minder group who meet regularly to share good practice and organise activities and events in the community. For example, the child minders organised a sponsored walk and raised £300 for a children's cancer charity. She takes the children to local playgroups, soft play, park and to walk along a local river. She helps children create harvest boxes filled with fruit and vegetables that the children donate to various local causes. She ensures that the children remain a part of the community.

The child minder has an exceedingly positive partnership with parents and a significant positive impact on the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection. Feedback was given over the phone.

One inspector visited the service on 19 September 2018 for a total of 4 hours. We;

- inspected a sample of documents and policies.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Hannah Richards
Registered maximum number of places	4
Age range of children	0-12 years
Opening hours	Monday- Friday 8am-6pm
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	18 October 2015
Dates of this inspection visit(s)	19 September 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?	Yes. This is a service that provides an “Active Offer” of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	