

Childcare Inspection Report on

Linda Camilleri

Barry



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Description of the service

Ms Camilleri is an experienced and well established child minder who has been registered with Care Inspectorate Wales since 2005. She is registered to provide care for up to six children up to 12 years old from her home in Barry. She operates between 7am and 6pm Monday to Friday and the service is provided through the medium of English.

Summary of our findings

1. Overall assessment

Children enjoy a wide range of interesting activities. They are happy, settled and confident. Children are well settled and have strong bonds of affection with the child minder. The environment in which care is given is safe and secure. The child minder is committed to ongoing improvement and involves both parents and children in discussions about ways to improve the service she offers. Good relationships have been formed with parents. The child minder has good administrative skills and her documents and records are well organised.

2. Improvements

Since moving, the child minder has refurbished the house and has ensured that it meets the needs of the business.

3. Requirements and recommendations

During the inspection we made recommendations, which have been included at the back of the report

1. Well-being

Summary

Children have a strong voice and their well-being and confidence is enhanced as a result. Children are secure and feel valued as they experience nurture and respect. They are learning to interact well and enjoy the experiences provided. They are provided with resources to promote their all-round development.

Our findings

1.1 To what extent do children have a voice?

Children express themselves clearly and know they are listened to.

Children expressed their wishes well and made choices. This included freely choosing how they spent their time. Children chose what colour craft items to sticks on their Easter basket and some chose yellow as it reminded them of Easter. Children were able to choose if they wanted squash water or milk. Younger children used non-verbal gestures to express their preferences. For example, one child pointed to express that they wanted the yoghurt raisins. An older child wanted purple grapes and was able to have some. Children reached toys of their choice independently.

Children have a strong voice.

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

Children feel safe and relaxed and have positive attachments with the child minder.

The children present felt safe and happy to attend as they were calm and settled. Children arrived home from school and were chatting animatedly to each other and the child minder, which showed that they were keen to catch up and share information with them about their day. Children told us that they were very happy to visit the child minder and referred to the fact that they had settled at the child minder's new home.

Children are well settled, happy and relaxed. They have formed strong bonds of affection with the child minder.

1.3 How well do children interact?

Children are confident to co-operate and take turns and share. They have close bonds with each other.

Children played together happily and shared the toys with each other. A child told another child 'I love you'. This clearly demonstrated that the children enjoyed one another's company and had formed close bonds. Children enjoyed chatting animatedly together and with the child minder which showed that they were keen to share information others. Children had formed strong bonds with the child minder and were also very aware of the

routine. This was evident during our visit and older children verbally expressed that they enjoyed coming to the child minder. Children had good manners and treated each other and the child minder with respect.

Children interact positively at the service and comply well with rules of socially acceptable behaviour.

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

Children have a good range of play activities and experiences.

Children evidently enjoyed their play activities as they became immersed in the activities that they participated in. Some children chose to continue with their Easter basket craftwork and enjoyed weaving the baskets. Other children enjoyed playing on the iPad. They also told us that they enjoyed playing scrabble and chess. Children noted in the questionnaires that the child minder had plenty of resources and activities for them to play with and that they enjoyed playing with their friends.

Children are enthusiastic and thoroughly enjoy their time with the child minder.

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

Children are making good progress and are confident to try new activities.

Children took part in different activities, which promoted their development. For example, children were able to practise their fine motor skills and hand-eye co-ordination whilst creating their Easter baskets and threading beads. Children had opportunities to learn new skills such as cross stitch. The child minder showed photographs, in scrap books and those on her phone taken for parents, of the children taking part in a broad range of interesting activities and outings. Children practised doing things independently such as putting on their shoes and washing their hands.

Children are developing well and their independence is promoted.

2. Care and Development

Summary

Children receive good care from a qualified and committed child minder, who has a good knowledge of child development. Children's needs are met and regular discussions happen between the child minder and parents.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures that most children wash their hands before eating and is vigilant to ensure that the environment is safe.

The child minder has a satisfactory understanding of her role and responsibilities in relation to child protection and knew the procedures to follow if she had concerns. Children are kept safe and healthy with appropriate hygiene procedures and regular physical activities.

Children had individual towels to wipe their hands. However, not all after school children washed their hands before eating. The child minder had a fire evacuation plan in place and conducted regular fire drills. Children were provided with balanced meals and a range of healthy snacks including fruit and vegetables. The child minder generally recorded incidents and accidents and also recorded medication and noted previous doses. The child minder recorded visitors on the register. The child minder ensured that she wiped babies' nose regularly and followed hygiene procedures when she changed nappies. The doors were locked and safety gates were in place. The child minder ensured that the environment was risk assessed, there were written assessments in place and they were reviewed regularly. The child minder was vigilant to reduce the risk of hazards and although there was an action plan in place, which identified action to be taken to minimise identified risks, they were not dated. There was a pet policy in place for the pet dog and referred to hygiene, health and safety matters. During the inspection period, the child minder created a risk assessment for the dog.

Children are kept safe and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder interacts positively with all children and is kind and very calm.

Children interacted positively during our visit. The child minder listened to children who made attempts to communicate, going down to their level. She used every opportunity to praise positive behaviours and celebrate achievements such as, when a child used new words or coloured in a picture "that's right, well done" "fantastic!". The child minder's calming nature reflected on the children's behaviour as they were all interacting well. The child minder was a good role model. The child minder had arranged for all children to write a message in a child's birthday card and this clearly fostered good bonds between longstanding and new children.

The child minder interacts effectively with children.

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 understands their needs. She offers a range of activities to promote their independence and learning.

The child minder had collected information about the children before they started, which included the child's likes, dislikes and allergies, and information about their family. The child minder planned a broad range of interesting and fun activities to promote children's development, which included regular trips out to soft play areas and playgroups. The child minder clearly enjoyed her role and was enthusiastic in the way that she promoted children's learning. She recorded her observations and next steps. The child minder planned interesting and stimulating activities around festivals and holidays to promote the children's development such as St David's Day, Mother's Day and Easter. The child minder gently encouraged children to do things for themselves and offered support when needed.

The child minder actively promotes children's learning and independence.

3. Environment

Summary

The environment is safe, clean and secure. There are suitable areas available for child minding and the areas have been risk assessed. There is a selection of play equipment and resources available, mainly stored in a cupboard. The child minder ensures that the environment is warm and welcoming.

Our findings

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

Children are cared for in a homely and comfortable environment, which is clean, secure and child friendly.

The child minder ensures that the premises are safe, clean and suitable for the children. They have access to the lounge, downstairs bathroom and dining area. The main door to the house was kept locked when minded children were present with the key readily accessible to the child minder. The garden area was currently not used. However, the child minder informed us that she intended to develop the area. The child minder checked the toys daily for broken parts and kept a record of any hazards and actions taken. For example, a broken toy was discarded on 11 March 2019. The child minder told us that the toys were deep cleaned regularly. However, she did not keep a record of the deep cleaning process. Maintenance checks had been conducted regularly. Kitchen cupboards had child locks fitted, which protected children from chemicals.

The child minder has suitable arrangements in place to ensure the environment is safe and secure.

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

The child minder ensures that the environment is suitable for children and provides child friendly furniture.

Children spent most of their time in the lounge/dining area, which provided enough space for the children to play. Older children ate their food at the dining room table, whilst very young children ate their food using low level seating at floor level. Children were able to independently access the toilet. Toys and resources were within easy reach once they had been brought out for the children. Many resources were stored in the cupboard and the child minder had a file with pictures of resources available. Although the environment itself did not provide the children with independent access to the resources, the child minder used other methods to ensure that children were able to independently choose which toys or resources they wanted to play with.

The child minder ensures the environment is appropriate for the children.

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

The child minder provides a range of good quality resources and toys.

The child minder ensured that children had a range of interesting and stimulating toys and resources that promoted children's curiosity and allowed children to follow their interests. They included age-appropriate art and craft materials, small world toys, cars, puzzles, role play toys, books and board games. The resources provided encouraged children's development, for example, the child minder had created story sacks to promote literacy development.

The resources and equipment are of good quality.

4. Leadership and Management

Summary

The child minder is experienced and clearly enjoys her role. She maintains the required records and documentation and has good organisational skills. She complies with regulations and national minimum standards. The child minder manages the service well and has a system in place to review the service.

Our findings

4.1 How effective is leadership?

The child minder's leadership creates a positive ethos where children feel valued and she strives to promote good outcomes for children.

The child minder's statement of purpose was clear and informative. The child minder ensured that policies and procedures were clear and focused on the needs of the children. Contracts and development records were in place. The records and paperwork were organised and had been completed diligently in the main. The child minder had informed CIW of household members that no longer lived at the premises.

The child minder is efficient and organised.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a system in place for reviewing her service. She values feedback from parents and children.

We found that the quality of care had been completed and the service's self-assessments part 1 and 2 had also been submitted. Parents' views had been sought through a questionnaire with a good response. Parents praised the care provided by the child minder. The child minder had written a quality of care report dated April 2018, which incorporated plans for the coming year.

Self-evaluation and planning for improvement is good.

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

The child minder manages her business professionally and obtains the necessary checks.

The child minder had ensured that adult household members had undertaken suitability checks, such as disclosure and barring service (DBS) checks, which had all obtained and were up to date. The child minder was well qualified and had also completed additional training such as Makaton. The child minder had ensured that mandatory training such as paediatric first aid, food hygiene and child protection were valid. The children's attendance records showed that the child minder worked within her conditions of registration by caring for no more than six children.

The child minder manages her business effectively to ensure good outcomes for children.

4.4 How effective are partnerships?

Parents are kept informed and updated.

We saw signatures on each child's records that acknowledged that parents had access to all policies and procedures. All of the required child records and documents were in place as well as all of the required consents from parents. The child minder kept parents informed through a mixture of verbal feedback and messages. All feedback we received from parents was very positive with parents saying that their children enjoyed visiting and often did not want to leave at the end of the day. Parents' comments in questionnaires referred to children 'flourishing' and 'thriving' in her care. The child minder encouraged the children to have awareness of their community and feel a part of it by organising regular outings and visits to places in the locality.

The child minder has developed excellent partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None.

5.2 Recommendations for improvement

We recommended that the child minder:

- considers recording visitors in a separate book:
- familiarises herself with the new food and nutrition guidance;
- introduces a nappy changing policy and
- ensures that all children always wash their hands before eating.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector carried out a visit to the service on 15 March 2019.

We:

- had discussions with the child minder about her service;
- observed the children and the care which they received;
- looked at a wide range of records including children's registers, children's records, the child minder's policies, safety records, and the statement of purpose;
- analysed parents and children's questionnaires;
- spoke with parents;
- inspected the premises and
- gave verbal feedback to the child minder on our findings from the inspection.

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	Linda Camilleri
Registered maximum number of places	6
Age range of children	6 weeks to 12 years old
Opening hours	7am-6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	28 May 2015
Dates of this inspection visit(s)	15 March 2019
Is this a Flying Start service?	No
Is early year's 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:	