



Childcare Inspection Report on

Hayley Tombs

Barry



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Description of the service

Mrs Hayley Tombs has been providing care from her home for twenty-three years. She provides care for up to six children up to 12 years of age and operates Monday to Friday 7.30am to 5.30pm. The service is provided in English.

Summary of our findings

1. Overall assessment

Children enjoy a good range of interesting indoor and outdoor activities. They are happy, settled and confident. The child minder promotes a healthy lifestyle and places an emphasis on outdoor play and activity. The environment in which care is given is safe but there are some space limitations. The child minder is committed to ongoing improvement and involves both parents and children in discussions about ways to improve the service she offers. The child minder has good administrative skills and her documents and records are well organised.

2. Improvements

None noted since the last inspection.

3. Requirements and recommendations

We made two recommendations regarding operational matters under the care and development theme. These related to additional consents and review of documentation and this information is provided at the end of the report

1. Well-being

Summary

Children at this service feel safe, happy and valued. We found that children are listened to, develop independence and are stimulated and motivated to play with a range of resources. They express themselves confidently and have a strong voice. Children interact well and have warm relationships with the child minder.

Our findings

1.1 To what extent do children have a voice?

Children make appropriate choices, are listened to and are encouraged to speak and express themselves.

Children were able to chat and express themselves, both verbally and non verbally to make their views known. For example, when asked what they would like to do on finishing their craft activity, they chose to play with Magnetics, construction blocks and one child pushed a doll around in the pushchair. They also enjoyed a story before lunch and a role play activity where the child minder was the customer and they were the shop keepers. After lunch, one child had a rest on the sofa with their bottle of milk. It was clear that children knew that their requests would be met. However, because of the layout of the home and where toys were stored they could not independently access toys however, we heard them confidently ask the child minder to get out the toys they wanted.

Children express their opinions confidently and decide what they want to do.

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

Children feel safe and relaxed and know that their feelings and concerns are taken into account.

The children were relaxed and at ease with the child minder and confidently approached her for help and to show her what toys they were playing with. The children responded well to praise – we heard the child minder praising the children saying ‘well done’ and ‘clever boy’ and ‘clever girl’, ‘thank you for helping’. We heard children talking to each other and the child minder animatedly. One child in particular asked several times to sit on the child minders knee and enjoyed a cuddle. Children present were confident in the child minder’s company calling her ‘Hayley’. Parents stated that their children had settled well and enjoyed coming to the child minder and they were very happy with the experiences their children had.

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

1.3 How well do children interact?

Children understand their feelings and are confident to co-operate, take turns and share.

Children were confident and settled in their surroundings due to the welcoming atmosphere. Children played well together and responded appropriately to the child minder's intervention when they wanted to play with

the same toy. When the children were tired of the activity, they were asked what they wanted to do next and confidently said they would like to play shop. There was lots of laughter and chatter throughout this role-play. We saw children enjoy the child minder's company with lots of laughter and conversation especially during story time where children confidently shouted out answers to her questions. Children enjoyed a 'picnic' lunch on the rug in the living room and were chatting away to her while she encouraged a younger child with their lunch. We heard children respond positively when asked if they would like a drink or anything else to eat saying 'please' and 'thank you'.

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 sustain interest for age appropriate amounts of time and move freely between activities.

We saw the children taking part in a variety of activities including imaginative play, playing with dolls, pushchair, and train tracks, playing with soft toys and looking through books. The children were involved in choosing the activities and we saw them able to sustain their interest for a reasonable amount of time and really enjoyed playing together.

A younger child happily played with interactive toys on the living room floor and the child minder got down on the floor with them and encouraged them to make the sounds that the toys were making and name the colours and shapes. The children were happy playing independently but also with the child minder and other children.

Children take part in play-based activities, which are interesting and exciting.

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

Children have a variety of experiences that promote their all-round development. Children are able to form friendships with other children promoting their social skills

We saw that children developed their skills as they took part in a range of activities such as imaginative play with dolls and soft toys, train tracks, Magnetics and role-play as shopkeepers. After lunch, they enjoyed decorating gingerbread men with icing and sprinkles for Valentine's day. Children also benefitted from going on walks, visiting local parks, St Fagans, Cardiff Bay and going to local playgroups regularly.. Children were enthusiastic when building with the construction blocks; counting out the blocks and naming colours contributed to both literacy and numeracy skills. Building the models and sticking

the blocks together as well as using the magnets in the Magnetics game helped to develop their fine motor skills whilst running around the home developed their gross motor skills. Children had lunch whilst we were present, sitting at on the floor of the living room enjoying a picnic type lunch. Prior to lunch, two children used the bathroom with minimal support and washed their hands and the child minder praised their efforts.

Children have a good variety of experiences, which promotes their all-round development.

2. Care and Development

Summary

Children receive care from a very experienced and qualified child minder who is committed to meeting the needs of the children in her care. Children receive warm, responsive care in a homely environment. She is qualified having attained a level 3 qualification in home based childcare. She has a good knowledge of child development and ensures regular discussions between herself and parents.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has a good understanding of her role and responsibilities in relation to safeguarding children. Children are kept safe and healthy with regular physical activities and outdoor play

The child minder ensured that children had plenty of opportunity for regular physical exercise, walking to, from school and nursery pick-ups where possible, and to local parks and toddler groups. We saw that the child minder had reviewed some policies and procedures as a response to the General Data Protection Regulations (GDPR) but it was not clear that all had been reviewed. There was a comprehensive safeguarding policy. The child minder had last attended safeguarding training in January 2018; she was clear on her responsibilities. The child minder had attended training on the 'prevent strategy' in November 2017 and produced a clear policy on the actions she would take should she be concerned about the potential radicalisation of a child in her care. There was a comprehensive policy on the use of IT and social media, which provides assurance to parents that their children are safe on line and includes information on what activities she undertakes with the children on her I Pad. The child minder did not provide meals but followed good food hygiene practice having updated her Food Hygiene training in July 2018. She provided snacks, such as toast, fruit and water or milk.

Children are kept safe by a competent and effective child minder who promotes physical health.

2.2 How well do practitioners manage interactions?

The child minder is an effective role model, who interacts positively with the children, acknowledging good behaviour constantly.

We saw that the child minder effectively promoted children's all round development and heard her praise good behaviours, saying, 'well done', 'good girl', 'very clever' and 'lovely manners'. She told us that she instilled good manners in children and we saw this as she prompted children to say please and thank you throughout the inspection. She was consistent in dealing with potential issues when children wanted the same toys and encouraged them to share saying 'be kind' and 'wait for your turn please'. She also asked a

younger child to say 'sorry' when they had taken a toy from another child. The child minder was very calm and patient throughout all the care and employed active listening skills, she got down to the child's level and made good eye contact with the children. The child minder took her role seriously and placed great importance on children learning good social skills and behaviour.

The child minder manages behaviour effectively and consistently.

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, understands their needs, records their development, keeping parents well informed about their child's progress.

We saw that information about the children was comprehensive and included the child's likes, dislikes, allergies and information about their family. The child minder planned regular activities included regular trips out to parks, walks, local playgroups several times a week and to Sing and Rhyme at the local library. The child minder was very responsive to children's needs and clearly knew them well. She was pleased at the way in which children developed all of their skills. The child minder tracked children's development using development milestone charts as well as the foundation phase documents. However, she had recently purchased individual development record books, which she showed us. She had commenced using this with one child and intended to complete these for all children in her care. She also completed daily diaries for all children detailing how they had spent their day. Parents had all given consent for photographs to be taken; the child minder had updated her confidentiality policy in light of the recent introduction of the GDPR and the updated policy informed parents of how she stored them and for how long. The child minder kept scrapbooks of children's work; photographs of activities and outings and observation records; these was given to parents when the child left the service. The child minder ensured that children had the opportunity to celebrate customs and saints days such as Valentine's Day and St David's Day. Children showed us Valentines crafts they were making to take home.

The child minder plans interesting and stimulating activities that promote the children's play and development.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for the children. The living room, kitchen/ diner and upstairs bathroom are used for child minding. The garden is flat, decked and lawned however; some modifications to the rear steps are required to make it safe for independent play.

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 premises were secure; parents and visitors had to knock the locked front door to gain entry. The child minder kept a record of visitors and we were asked for our identification. The house was clean and comfortable. The child minder had comprehensive risk assessments, reviewed last in January 2019. The rear steps to the garden pose some risk to children and there is also a high step to the front door, the child minder told us that she is hoping to address these safety issues in the near future. A service of the gas boiler took place in July 2018. An appropriate level of public liability insurance was in place and valid until May 2019. Car insurance is valid until August 2019 and the MOT until April 2019.

The child minder operates effective procedures to keep the environment safe for children.

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

The child minder keeps the premises secure and clean. She provides an environment for play that is well maintained.

The child minder ensures the premises are welcoming, suitable, well maintained and decorated. Children are well cared for in an environment that is clean and child friendly. The living room had comfortable sofas where children could relax. The kitchen/ diner had a table and chairs where children ate their meals and undertook craft and messy play. Toys were stored in boxes in the porch, which limited the children's ability to access them independently when they wished to. However, we heard children confidently ask the child minder to get out specific toys they wished to play with. Children used the upstairs bathroom, which they could access independently if able to. Children had access to the garden, which had decked and lawned areas, where they enjoyed sand and water play and ball games, ride on toys. Some modifications to the steps at the rear of the house were required to make it completely safe.

The child minder provides a stimulating, spacious and accessible area for children to enjoy their play.

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

The child minder has a reasonable stock of toys and material, which are well maintained and clean.

We found that the toys were clean and in good condition. There was a good range of toys and equipment for babies and infants. Toddlers and infants used high chairs, whilst older children had access to the table and chairs in the kitchen/diner and sofas in the living room, which helped them to become more independent. Buggies and a travel cot were also available. There was also a range of outdoor toys in the garden.

The child minder offers a good range of resources and has regular cleaning and maintenance systems in place.

4. Leadership and Management

Summary

The child minder is motivated, professional, experienced and enjoys her role. She maintains most of the required records and documentation and has good organisational skills. She has the qualifications required for the role and all of her core training is up to date. She is unable to offer the Welsh language Active Offer.

Our findings

4.1 How effective is leadership?

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

The statement of purpose, reviewed in January 2019 was comprehensive, clear and informative providing a wide range of information to parents. We saw that the child minder ensured that policies and procedures were clear and focused on the needs of the children; however, there was no evidence that they had been regularly reviewed. The child minder had however updated her confidentiality/ privacy policy in light of GDPR. All of the required child records and documents were in place and well completed.

The child minder is efficient, organised and places importance on ensuring she provides a quality service.

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

The child minder has an operational plan for her service and she values feedback.

We saw the current quality of care report dated April 2018 and it included the views of parents. The review was comprehensive and included plans to improve such as developing more play opportunities, purchasing new toys and updating any training as required. Parents gave both written and verbal feedback.

The child minder is forward thinking, creative and actively evaluates her service

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

The childminder manages her service to ensure children develop whilst in her care.

The child minder managed her service well as we saw that she kept up to date with her training. She last completed first aid training in January 2017 and food hygiene

training in July 2018. The child minder kept registers which contained information on children attending the service and demonstrated that she was aware of the need to keep within the set age ratios. The childminder had a current Disclosure and Barring Service (DBS) certificate issued in April 2018.

Her husband and adult household member also had valid DBS certificates. She fully understood her responsibility to inform the CIW of any changes to household members. The child minder told us that she seeks any required advice and support from organisations with expertise in early years and friends who are child minders. She is registered with the Information Commissioners Office (ICO) in respect of the information she holds on families and this is due to be renewed in April 2019.

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

4.4 How effective are partnerships?

The child minder has positive partnerships with parents, schools and other child minders in the area.

The child minder and children told us they enjoy the many trips to the local parks, trips to the Library, as well as visits to local playgroups and soft play areas. They also enjoyed trips to St Fagans, the beach and Cardiff Bay. We saw evidence that the child minder worked in partnership with parents in managing children's allergies and dietary needs. From discussion, we were satisfied that the child minder understood her duty and the importance to maintain confidentiality at all times. We saw signed consent forms for photographs, activities, observations and the use of sun cream. However, parents had not given written express consent for their children to have access to the family dogs. There had been no concerns or complaints about the service. The child minder told us that she had recently changed her working pattern to accommodate a family's needs.

The child minder has positive partnerships with parents and is committed to working together for the children's well-being.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

None

5.3 Recommendations for improvement

We made the following recommendations to the child minder:

- to provide evidence that parents have given consent for their children to have access to the family's four dogs and
- to provide evidence that all policies and procedures are regularly reviewed.

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 lasting three and a half hours;
- we had discussions with the child minder about her service;
- we observed the children and the care which they received;
- we looked at a wide range of records including registers, children's records, policies and procedures, safety records, and the statement of purpose;
- we inspected the premises and
- we gave verbal feedback at the end of 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	Hayley Tombs
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	Monday to Friday 7.30am - 5.30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 June 2016
Dates of this inspection visit(s)	13 February 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 children who use or intend to use their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information:	