



Childcare Inspection Report on

Sharon Burke

Dinas Powys



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Description of the service

Ms Burke is an experienced and well established child minder who has been registered with Care Inspectorate Wales since 2004. She is registered to provide care for up to 10 children up to 12 years old from her home in Dinas Powys. She operates between 8.00am and 6.00pm, 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 very 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 bright, safe and clean. 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

During the course of the inspection, the childminder forwarded a copy of the quality of care report and an action plan and her current statement of purpose.

3. Requirements and recommendations

We have made a few recommendations to the child minder relating to leadership and management and care and development. These are detailed 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 facilities to promote their all-round development and independence.

Our findings

1.1 To what extent do children have a voice?

Children express themselves well and have plenty of choice.

Children were able to make appropriate choices regarding their play as there were aware of the options available. Children moved around and explored the environment confidently and chose a variety of different toys and were able to choose what colour cup they wanted to drink from. Children used non-verbal communication and their requests were answered promptly. One child asked for bubbles and her request was answered promptly. Children were able to decide whether they wanted to paint or stick during a craft session.

Children have a strong voice at this setting.

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

Children feel safe, settled and happy at this service. They express themselves confidently knowing their voice will be heard.

Children enjoyed their play and learning and show excitement and enthusiasm. For example, they enjoyed making bird food and also enjoyed threading cereal onto pipe cleaners. One child enjoyed playing with sunglasses and put them on the child minder before laughing and saying 'you look nice'. Children also happily sang songs that they had learnt with the child minder and at playgroup throughout the day.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children interact and co-operate very well with each other and with the child minder.

Children co-operated well with the childminder, for example, during tidying up time children enjoyed helping the child minder and felt proud in doing so. Children were considerate, played happily alongside each other and show respect to one another. One child said 'thank you for help with pushchair' after another child had helped to move it. Children co-operated well and took turns and shared effectively. One child politely asked the child minder 'Please can I have that for Christmas?'.

Children experience positive interactions with each other and with the child minder.

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

Children are engaged and interested in their play.

Children sustained interest in activities for an appropriate amount of time. Children thoroughly enjoyed dressing dolls, brushing their hair and singing to them whilst rocking them to sleep. Children enjoyed rocking dolls to sleep and sang whilst doing so. Children enjoyed watching the child minder blowing bubbles and we heard shrieks of excitement as the children touched and popped the bubbles.

Children enjoy their play and learning experiences.

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

Children are able to develop their vocabulary through singing sessions and also have opportunities to develop their hand eye co-ordination.

Children had a good variety of experiences, which promote their learning. Children were developing appropriate independence skills and were able to feed themselves and carry toys to a location of their choice. For example, young children displayed appropriate independence skills whilst eating and were able to also able to build structures using construction toys. Children were learning and developing well. For example, young children were able to identify animals by their names and their sounds and were able to sing enthusiastically and had a good, age appropriate vocabulary. Children were also able to identify shapes such as circles and squares. Children were very interested in books and enjoyed turning the pages at appropriate times when a story was being read to them.

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

2. Care and Development

Summary

We saw that the children receive very good care from a qualified and committed child minder, who has an excellent 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 has a good understanding of her role and responsibilities in relation to child protection.

The child minder had up-to-date child protection training. The child protection policy included procedures and local contact numbers for making referrals. The child minder knew the procedures to follow if she had concerns and was alert to signs and symptoms that would trigger a concern. Children were provided with a range of healthy foods including fruit and vegetables. The child minder wiped the young children's hands with wipes prior to eating and also wiped the table with anti-bacterial spray. The child minder usually conducted fire drill every six to eight weeks but at present they are conducted every month as she was minding younger children. The child minder provided safety messages to children in order to educate them of dangers and reduce the risk of accidents from happening.

Children are kept safe and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder encourages children to be kind to each other and is a good role model. She is vigilant and uses positive behaviour management strategies.

The child minder knew the children in her care very well and was committed to meeting their needs. She was calm and modelled good behaviour, for example, she gently reminded children to say please and thank you. During our visit, the child minder played with the children and displayed a respectful relationship with the children in her care. She listened to and respected the children's views and opinions and praised them frequently.

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?

Children have opportunities for freely chosen, unstructured and self-directed play because they are provided with a range of experiences.

The child minder knows the children in her care very well and meets their needs. She listened to the children's views and opinions and she had developed an in-depth understanding of the children's needs. She clearly understood very young children's motions and their use of body language and was very responsive to the children's needs. She planned appropriate activities for the children, and those included directed and free play, for example, she held a music session before lunch and children were able to experience a range of different musical instruments including maracas, tambourine and xylophone. The child minder also promoted children's development through planning activities around festivals such as Christmas and also took children on regular trips, walks in the woods, local playgroups, rhyme time sessions and Barry Island. The child minder tracks children's progress and uses her observations to plan for the next steps.

The child minder meets children's needs effectively and promotes their play, learning and development well.

3. Environment

Summary

The environment is safe, clean and secure. There is a wide selection of good quality play equipment and resources. The child minder provides suitable, age appropriate toys for the children and ensures that the environment is warm and welcoming.

Our findings

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

The child minder ensures that children are cared for in a safe, clean and secure environment.

The child minder ensured that her house was very clean and tidy. She kept a record of visitors to the service. All doors were securely locked and the child minder was very mindful of security issues. The child minder had locks on the cupboard containing cleaning fluids. The child minder had ensured that her gas central heating system had been serviced and we saw the current certificate. There was a fire guard around the electric fire. The temperature of the premises varied during the day and did not always reach the minimum of 18 degrees Celsius. Risk assessments had been completed and were reviewed regularly. First aid boxes were checked regularly and had been included in the risk assessments. The child minder told us that she visually assessed risks daily but that those assessments weren't recorded. Children had access to a large outside play area which was safe and secure.

The child minder ensures the safety of the environment well.

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

The child minder ensures that the premises are welcoming, suitable and well maintained and decorated.

Children were very well cared for in a play environment that was clean, child friendly, accessible and suitable for purpose. The play room included a large variety of resources suitable for all ages. The child minder provided small table for table-top activities and children ate their snacks and meals at a small, age appropriate table in the kitchen. She also provided an area in which children were able to relax as there was a sofa available to them and we saw children using this during our visit. A suitable toilet facility was available although children.

The child minder provides a suitable environment.

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

The child minder has a good stock of quality toys and resources. All toys were clean and well maintained.

The child minder had ensured that all children had access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outdoors. Examples of toys that were available to the children included a garage and cars, doll's house, dolls and accessories, musical instruments, books, soft toys, train set and games for older children. The child minder said that she regularly cleaned the toys and deep cleaned during holiday periods.

The child minder provides and maintains good quality resources and equipment.

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 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. All of the records and paperwork was well organised and had been completed diligently. The childminder had informed CIW of household members that no longer lived at the premises.

The child minder is efficient and very 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 and children views had been sought through a questionnaire with very positive responses. However, the questionnaires had not been dated. Parents considered that they felt that the child minder's care was 'amazing'.

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 effectively and obtains the necessary checks.

The child minder had ensured that suitability checks, such as disclosure and barring service (DBS) checks had been obtained and were up to date. The child minder was proactive in keeping her training up to date. The child minder had completed training for paediatric first aid in January 2016 and was fully aware of the need to complete the course every three years. We saw evidence that she had been booked onto another course in January 2019. The children's attendance records showed that the child minder worked within her conditions of registration by caring for no more than 10 children and also upheld the relevant ratios.

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 and risk assessments. All of the required child records and documents were in place as well as all of the required consents from parents. The child minder had good communication with parents and kept them well informed through a mixture of daily diary, verbal feedback and text messages. Parents confirmed in feedback that they were extremely happy with the service provided and their children enjoyed visiting. All feedback we received from parents was very positive. The child minder encouraged the children to have awareness of their community and feel a part of it by visiting playgroups on a very regular basis and through organising regular outings and visits to places in the locality.

The child minder has developed very good partnerships.

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 childminder:

- Dates the quality of care questionnaires;
- encourages young children to always use the liquid soap and water instead of wipes before eating and
- ensures that rooms are maintained at a temperature of at least 18 degrees centigrade.

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 14 December 2018, arranged at short notice, lasting five hours.

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;
- 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

About the service

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| Type of care provided | Child Minder |
| Registered Person | Sharon Burke |
| Registered maximum number of places | 10 |
| Age range of children | 0-12 years old |
| Opening hours | 8.00am – 6.00pm |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 3 February 2015 |
| Dates of this inspection visit(s) | 14 December 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service. |
| Additional Information: | |