



Childcare Inspection Report on

Jane Sissons

Dinas Powys



Date of Publication

10 December 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Mrs Sissons is an experienced and well established child care practitioner who has been registered with Care Inspectorate Wales to provide a child minding service from her current address since June 2005. Mrs Sissons is able to provide care for up to 10 children up to the age of 12 years and operates between 7.30am and 6.00pm Monday to Friday. The service is provided through the medium of English.

Summary of our findings

1. Overall assessment

Children who are cared for by Mrs Sissons are happy and confident. They are very well settled and have affectionate bonds with the child minder and household members. The environment is suitable for the children's needs and the child minder manages her business appropriately. Some improvements are needed and the child minder has been proactive during the inspection process in this regard.

2. Improvements

The child minder had created two new policies thus being the GDPR policy and the Prevent Duty policy.

During the inspection process, the child minder provided us with a more reflective Quality of Care report and an amended Statement of Purpose.

3. Requirements and recommendations

We made several good practice recommendations in relation to care and development, the environment and leadership and management and these have been included at the back of the report.

1. Well-being

Summary

Children feel safe, settled and happy at this service. They express themselves confidently knowing their voice will be heard. Children enjoy their play and learning and show excitement and enthusiasm. They are learning and developing well although there are some missed opportunities in relation to independence.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and are able to make choices and decisions. They are encouraged to speak and express themselves.

We saw that children had a voice and were able to make decisions for themselves. For example, young babies were seen signalling and pointing when they wanted a particular toy, which the child minder staff responded to. On another occasion, one child wanted to colour a butterfly and was able to do so and on another occasion a child said 'I need a frog' and the child minder gave the child a picture of a frog to colour. Children were able to have their needs met as routines did not take preference. For example, a child was able to carry on playing with toys during story time. We saw children confidently choosing activities such as colouring and role play and some independently took resources from the shelf on occasions. Younger children were able to point non-verbal gestures at a toy they wanted and the child minder raised them up so that they could clearly see and then reached for the toy telephone. Children had plenty of choices during the day; for example, the child minder asked a child 'Do you want to put them in the garage or in with the dinosaurs?' 'Would you like a story or nursery rhymes?' Children chose which books they wanted to read. Whilst referring to the order of books being read a child said, 'I want that one first' and was able to decide where they would sit for story time.

Children have a strong voice at this service.

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

Children are safe and well settled. They have warm relationships with their carer, and know that their feelings, likes and dislikes are taken into account.

Children coped well with separation from their parents. Children were encouraged to join in with activities and received regular praise for positive behaviours. Children had formed good bonds with the child minder and other household members and we saw children approach the child minder several times for cuddles and sat on her lap during story time. Young children were able to identify other children who were also cared for by the child minder but not present during the inspection visit. Young children were also able to tell us who they would be collecting from school during the school run. Children expressed

enjoyment with laughter and excitement as they played in the living room. We saw children being rocked to sleep in a pushchair and slept peacefully for an appropriate length of time.

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 learning to manage their behaviour, are confident to co-operate, take turns and share.

Children were well behaved and we saw them engaging together positively, enjoying each other's company. Children were learning to share and we saw a young child listening to the rules about sharing and we saw a child sharing dinosaurs with another. On another occasion, a child happily went off to play with something else until the car they wanted was free again. Whilst walking home from school, an older child asked a younger child about their day at school and both had a lengthy conversation about their school day. Some older children responded with 'please' and 'thank you'. Others needed prompting and responded well to comments such as; "remember what we say".

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

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

Children are enthusiastic in their play and learning opportunities available to them. They have lots of fun being creative, active and imaginative.

We saw children engaged in their play and enjoyed playing with the dinosaurs, colouring and reading. Children told us that they enjoyed coming to the child minder, and liked playing with friends. Parents told us that their children thoroughly enjoyed coming to the child minder and said that their children did not want to leave because they enjoyed the activities available to them. In the children's questionnaires, one child said that they enjoyed drawing and playing with the dolls.

Children thoroughly enjoy their play and learning and are excited with opportunities available.

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

Children have a wide variety of experiences which promote their all-round development.

Children developed their skills as they took part in a wide range of activities such as colouring, painting, singing and role play. Children sang songs related to their play and also sang songs that they had learnt in playgroup with the child minder such as Wheels on the Bus, Twinkle Twinkle and Mr Hapus [Mr Happy]. Children's independence was generally promoted. For example, older children used the toilet independently and although there was

not a sink in the downstairs toilet room, we were told that children were supposed to wash their hands afterwards in the kitchen sink. However, on the day of the inspection one child forgot to do so. Older children were able to use a drinks dispenser to pour their own drinks. Younger children's hands were wiped with wipes and in the main the child minder brought toys out for the younger children although they were able to choose which toys they wanted. Older children pulled their own coats off and a younger child attempted to put their shoes on and received praise for their efforts. Children were very motivated to choose their play and knew what they wanted. Parents told us that their children had learnt a broad range of skills since and had developed so much since attending the service. Children enjoyed playing with the wooden kitchen and items such as saucepans and toy food were brought to them. During the walk from school, children happily chatted to each other and with the child minder. They discussed what they had previously seen in the woods and river and some children discussed their school day. Children listened to safety messages on the walk to school and waited for the green man before crossing the road.

Children are developing very well and their independence is generally promoted.

2. Care and Development

Summary

Children receive care from a committed and caring child minder, who has good knowledge and understanding of child development and promotes self-directed play and hands on learning. 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 implements a wide range of policies and procedures in order to keep children safe and healthy.

The child minder has a good understanding of her role and responsibilities in relation to child protection. Children are kept safe and healthy with regular physical activities. The child minder was aware of her responsibilities in relation to child protection and responded well to given scenarios. There was a child protection policy in place and although the child protection policy included procedures and referral numbers, they needed updating. The child minder walked to school on a daily basis with children and had ensured that children followed appropriate road safety measures. For example, the child minder walked on the outside of the pavement and children held hands. Children present all day brought their own lunch boxes and on the day of the inspection, children had biscuits as snacks and older children had squash. However, the child minder informed us that she always kept a good stock of fresh fruit for snacks. The child minder took children to playgroups several times a week and whilst there we were told that children accessed a wide range of different activities and outdoor play. The child minder wiped younger children's hands with wipes. During nappy changing, the child minder wiped the changing mat with wipes. The child minder conducted fire drills and kept a record. The child minder had valid first aid, food hygiene and child protection certificates.

In the main, children are kept safe and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder works in line with her behaviour management policy. She is consistent in her approach and has regard to the children's individual stage of development when managing interactions.

The child minder was an experienced practitioner and was able to manage children's behaviour effectively through using distraction methods and through reminding children of her expectations such as 'Gentle hands'. The child minder sometimes prompted children to say please and thank you, for example, 'What do you say?' The child minder praised children regularly and explained why she was praising children, for example, she praised a

child for building a very tall tower with blocks and when the child was able to identify the colours of the blocks she then praised her for being clever enough to identify so many colours.

The child minder is effective at managing children's interactions.

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

The child minder knows the children in her care well and understands and meets their needs.

The child minder understood and met individual needs. The child minder was able to tell us about the children's preferences because it was all included in the registration process and recorded in their individual files. The child minder had a good understanding of child development; for example, we saw her talk to the younger children in clear, simple language and at eye level. We saw a great emphasis on children making choices and they were given any activity they asked for example, a child wanted to read a book about a caterpillar and the child minder sat down and as they read the book they discussed the life process of a butterfly. The child minder modelled language skills through the use of repetition and ensured that activities were age appropriate for children to build on their skills. We also heard the child minder taking every possible opportunity to enhance children's understanding of numbers, colours, and shapes. The child minder told us that she celebrates festivals such as St David's Day, Diwali, Harvest, St Patricks and the Chinese New Year through craft work.

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

3. Environment

Summary

The child minder ensures that children are cared for in a safe and stimulating learning environment. She ensures that children have access to a good range of resources and an environment that is suited to their needs.

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.

When we arrived, the doors to the property were locked. We saw that satisfactory risk assessments were in place and we saw details of actions the child minder had taken to eliminate any risks, for example, the child minder had recorded that she had thrown a broken toy car when it was broken. Safety gates were in place and these restricted the children from gaining access to the kitchen. The family dogs were kept in the kitchen. Children had access to an outside garden area which was on different levels. The area had been risk assessed and the child minder confirmed that children were always supervised when playing outdoors. A first aid kit was in place in the kitchen and a heating certificate was in place. Although the child minder did not use the car on a regular basis, all relevant documentation was valid.

The child minder is competent at ensuring the safety of the environment

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

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

We saw that children were well cared for in a play environment that was child friendly and suitable for purpose. The lounge had areas which facilitated children's play and learning such as a discovery area, reading corner, craft area and a small world play. Children ate their packed lunches by the table in the same room. Resources were stored on the storage shelves, some of which were at children's level, although some items were out of children's reach.

The child minder provides an appropriate area for the children.

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

The child minder ensures that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs.

The child minder had ensured that children had toys that suited their age and interests. On the day of the inspection, children did not have access to the outdoor area but did access the outdoors whilst walking to and from school. The child minder regularly takes children to playgroups and they access the outdoors during those sessions, especially during the Summer months. There was a good selection of resources for the children to choose from. Older children sat at the tables to eat or to complete activities and low level table and chairs were available for younger children although the plastic table was a little unsteady on the newly washed floor. The child minder had ensured that she had a good supply of toys, including multi-cultural dolls, prams, arts and crafts, construction toys, board games, kitchen corner and skittles. Outdoors, there was a swing, slide, see-saw, paddling pool, sand and water table and a large playhouse.

The child minder ensures that there is a variety of appropriate resources and equipment available to the children.

4. Leadership and Management

Summary

The child minder mostly complies with regulations and national minimum standards and has a clear vision for her service. The child minder is organised and manages her service effectively and reviews the service she offers.

Our findings

4.1 How effective is leadership?

There are clear aims for the service.

The child minder had a statement of purpose in place but it did not provide a completely clear picture of the service that she provided and it was not shared with parents; there were areas to be updated. During the inspection process, CIW were informed that this had been amended and we received a copy of the new Statement of Purpose. The child minder ensured that her record keeping was mostly organised and processes were maintained. There was relevant information on children and detailed routines were sought before children started in her care. The child minder had sought permissions for photographs, outings, transport in vehicle and sun cream, for example. However, the child minder did not have written consent to take children to playgroups although this had been fully discussed with parents. The child minder kept all documentation organised and there was a file containing key policies covering areas such as safeguarding, behaviour and complaints. These policies and procedures focused on meeting children's needs. The child minder also provided parents with forms before they started using the service for the child minder to gain information on the children's likes and dislikes, their family, daily routine etc. The child minder is registered with the Information Commissioner's Office.

The child minder is organised and manages her business suitably.

4.2 How effective is self evaluation and planning for improvement?

The child minder has a system in place for reviewing her service.

The child minder had a system in place to review her service and had sought the views of parents through providing questionnaires and parents had commented positively, for example, one parent said 'Excellent. Happy with all care given' whilst another said 'Reliable, great with the kids'. The child minder had also provided children with questionnaires and a report had been compiled in September 2018 but the report itself was not very reflective. During the inspection process, the child minder had amended the report to be more reflective and forwarded a copy to CIW. The child minder informed us she had a good relationship with parents and this was reflected in our conversations with parents and in the parent questionnaires sent to us following the inspection.

The child minder is dedicated to providing a good quality service and self assessment is developing.

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.

We saw that the insurance certificate for public liability was valid. The child minder kept a record of the children's attendance, recording their actual arrival and departure time in the daily diary. However, on the day of the inspection, the times had not been recorded in a timely manner. The child minder ensured that adult household members had undertaken suitability checks, such as Disclosure and Barring Service (DBS) check and she understood her responsibility to inform Care Inspectorate Wales of any changes to her service. The child minder kept abreast of developments in the sector and recently completed Prevent Duty training.

There is mostly effective management of resources.

4.4 How effective are partnerships?

The child minder communicates well with parents and discusses children's needs and achievements on a daily basis.

The child minder told us she had a good relationship with parents and discusses their child's day with them on a daily basis as they collected their child. During the inspection, we saw the child minder praising a child for their creation and sent a picture to parents. We spoke to parents during the inspection visit and feedback was very positive. One parent told us that she was 'happy with everything.' We received parental feedback questionnaires and the feedback was positive, for example, 'Jane is a wonderful child minder who I cannot praise highly enough'. Parental permission forms were in place for photographs, sun cream, observations, transport vehicles, outings and medication. The child minder was a familiar face at the local primary school as she did daily drop offs and pick-ups for those children attending the local schools and usually those were done on foot. The child minder also told us that she takes the children on local outings to the park and beach as well as further afield.

The child minder has developed effective 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 recommend that the child minder ensures that:

- Younger children's wash their hands using water and liquid soap rather than wipes;
- anti-bacterial spray is always used instead of wipes to wipe the table and the nappy changing mat;
- healthy snacks are encouraged;
- permissions are sought for taking children to play groups;
- times in and out are recorded in a timely manner;
- resource boxes are labelled to further promote independent choice;
- the correct contact numbers and categories of abuse are included on the child protection policy;
- children are further encouraged to say please and thank you; and
- the plastic table is always sturdy on its feet.

6. How we undertook this inspection

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

- One inspector undertook a visit to the service on 1 October 2018 for a total of 7 hours;
- we inspected a sample of documentation and policies during the visits;
- we accompanied the child minder and children on the afternoon school run;
- we observed children playing and the child minder's interactions with the children;
- we spoke to the child minder, parents and children present at the inspection and
- feedback was provided over the phone to the child minder on 5 October 2018.

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	Jane Sissons
Registered maximum number of places	10
Age range of children	Up to 12 years old
Opening hours	7.30am-6.00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 January 2015
Dates of this inspection visit(s)	01 October 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:	