



Childcare Inspection Report on

Bethan Evans

Pwllheli

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Thursday, 17 January 2019

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

Bethan Evans operates a child minding service from her home Near Pwllheli, Gwynedd and is registered to care for a maximum of 10 children under 12 years of age. Her daughter is employed as her assistant. The service is open from 08.00– 17.30 hours, Monday to Friday with hours on occasion being flexible to suit parents' needs. The child minder does not provide the Welsh Government's 'Active Offer' of the Welsh Language. The child minder and her daughter both speak English and Welsh, with Welsh being the language promoted.

Summary of our findings

1. Overall assessment

Children enjoy their time with the child minder and she knows them well. The welcoming environment means children settle quickly into play and feel relaxed. Outside in the enclosed garden and through regular walks children are able to explore the world around them. The child minder generally understands her role and responsibilities and has positive relationships with parents. However, the child minder needs to make some improvements in order to fully comply with regulations.

2. Improvements

Since the last inspection, improvements include;

- The child minder and assistant had completed paediatric first aid training, and
- new resources to benefit children's play and learning had been purchased.

3. Requirements and recommendations

We found the service did not meet legal requirements relating to the child minder not adhering to the number of children aged under 5 years she is allowed to care for and not compliant with her statement of purpose. Additionally all relevant checks must be completed for the assistant and the complaints policy needs further information. We found these did not impact on the children's care and brought them to the child minder's to be addressed.

Recommendations made to improve practices were made in relation to care and development, the environment and leadership and management.

1. Well-being

Summary

Children make their own choices, have good interactions with the child minder and opportunities to develop their independence. They are settled, enjoy their activities and learn different skills through play.

Our findings

1.1 To what extent do children have a voice?

Children speak up and are listened to.

All children decided what they wanted to do with older children freely moving around and choosing their item of play. Younger children made their choices known through baby talk and gestures, with what they wanted being provided straight away. Children contributed to ideas. For example, when they were given choices about which table top activity they would like they all decided they wanted to play a game. Their requests were listened to and they all happily sat together around the table to play.

Children express themselves confidently and know what they have to say is understood and respected.

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

Children are settled and feel safe, happy and valued.

Children settled well, had developed a sense of belonging and were observed showing genuine attachment to the child minder and the assistant. Children enjoyed care which was relaxed and respectful of their needs. For example, they sat on the child minder's knee and comforted when they felt tired and plenty of warm conversations were heard. Children were forming friendships and happily played alongside each other. They felt secure as they were familiar with the daily routine and knew, for example, they all had to clean their faces and hands after eating their lunch before going back to play.

Children's well-being is supported by the positive relationships they have with each other and those caring for them.

1.3 How well do children interact?

Children are learning to manage their interactions positively.

Children were polite and practiced good manners. They had good interactions through experiencing different activities and enjoying each other's company. We saw children being kind to each other, for example sharing items of play and giving a younger child a hug. They co-operated and helped tidy up when asked and smiled when they were praised.

Children are successfully learning how to behave socially.

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

Children gain a sense of achievement through their play and learning.

Children engaged well in play based activities with all of them smiling as they played. They told us about the card game they were playing and how their friend was no longer in the game because he had been eaten by the 'shark'. Children were busy and active, they really enjoyed setting out the rubber play mats and fitting different jigsaw designs into the middle of each square. Children took their toy dolls for a walk in buggies and when one found a pair of dressing up shoes, two other children quickly found some they could wear as well. They laughed when the shoes clicked on the floor then put the buggies to one side and danced. Children excitedly chose their favourite musical instrument to play and sang songs they liked to accompany the music, which was a lovely performance of their talents.

Children are motivated and enjoy their play and learning.

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

Children follow their own interests and are learning skills of independence.

Children were successfully learning skills of independence, such as feeding themselves and helping clean themselves after eating. They used their imagination; for example, they made the child minder a (pretend) cup of coffee and then returned to the home corner to make her another drink. They had opportunities to spend time in the fresh air, either in the enclosed rear garden or by going on walks. Children had lots of opportunities for language acquisition with the child minder having many conversations with them, at their level, and children responding positively. They all enjoyed being creative whilst they all sat around the kitchen table making shapes out of different coloured play dough.

Children are developing their independence and learning skills through their daily routine.

2. Care and Development

Summary

The child minder has close relationships with the children and knows them well. She ensures children are kept safe and promotes healthy lifestyles. The child minder provides a range of activities and meets children's individual needs. She encourages positive interactions and is a good role model.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes healthy practices and keeps children safe.

The child minder understood what to do should she have any safeguarding concerns relating to a child as outlined in the written policy. She held a current Paediatric First Aid qualification enabling her to administer emergency first aid and an appropriate medication policy had been put in place. The child minder paid regard to safety and children knew how to exit the premises in an emergency through the regular fire drills undertaken. She had a satisfactory nappy change policy showing she followed recent guidance in managing cross infection. The child minder's food menu demonstrated she promoted healthy eating and made sure children were kept hydrated through providing them with drinks of water. She promoted good hygiene practices by making sure the dining table was clean and encouraging children to wash their hands as needed. Accident and incident records were recorded and parents asked to sign the accounts to acknowledge having been informed.

The child minder successfully keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder promotes acceptable behaviour and treats children with respect.

The child minder and the assistant followed the behaviour management policy and spoke gently and positively to children. They celebrated children's achievements and thanked them for helping or being kind to a friend. They were both good role models, speaking to children at their level and in a language the children understood.

The child minder and the assistant are consistent in their approach to managing positive interactions so children are clear about the rules of behaviour.

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

The child minder engages well with children in order to promote their play, learning and development and knows the children well.

The child minder planned varied play and learning activities which enabled children to develop different skills both inside and outdoors. For example, she took children on walks to the local park and we saw children participating in many child and adult led activities indoors suiting their ages and stages of development. Children's individual routines and preferences were followed and showed the child minder knew them well. For example, the child minder knew when children were tired and followed the individual child's sleep patterns. The child minder made sure activities promoted children's play and learning but did not keep any development records. In so doing, the child minder could improve outcomes for children by tracking their progress and using the information to plan for the next steps in their play and learning.

The child minder provides children with interesting activities but could improve their play and learning experiences by keeping written accounts of their development.

3. Environment

Summary

Children are provided with a clean, secure and welcoming environment. The child minder provides a selection of resources which promote children's play and learning. The layout of the environment promotes children's independence.

Our findings

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

The child minder provides a safe and secure environment for children.

The environment was clean, well maintained and we found the premises were secure as the main door was locked and the outdoor area enclosed. Basic risk assessments had been completed for the premises and when children were taken on outings. These demonstrated the child minder managed and where possible eliminated risk of harm to children. A fireguard was placed across the wood burner which, the child minder explained, was never lit when children were present. As a fairly new appliance and the infrequency of use, the chimney had not to date been swept. We saw children using two different models of high chairs, one of which could not be fitted with a 4/5 point harness with the 'strap / belt' in place not suitable to keep a child safe. Although neither child was left unsupervised when using the high chairs, we asked the child minder to devise a written risk assessment of the safety measures in place for the high chair which could not be fitted with the appropriate safety harness.

The child minder provides a safe environment for children.

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

The child minder provides a clean and suitable environment for children to play and learn.

Children used the ground floor of the premises and had plenty of space to explore and move around. They had easy access to participate in outdoor play in an enclosed garden and felt at home as photographs of them participating in different activities were displayed in the kitchen. The child minder made sure she had areas where different groups of children could enjoy playing with resources suiting their ages and divided these areas with an extended safety gate. For example, older children wanted to play with the Playmobil activity and because some parts may not be appropriate for younger children, the older children played in a specific area, away from the younger children. They remained in view and supervised by the child minder, safely enjoying the activity they wanted. All areas of the premises were clean, well maintained and child centred.

The child minder ensures children are cared for in an environment which promotes learning.

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

The child minder provides resources which suit the children's ages and stages of development.

The child minder ensured sufficient resources were available to enable children to choose the activity they wanted. Toys were appropriate for the age and stage of development of the children being cared for, appealed to them and were clean and in good repair. Comfortable and homely furniture ensured children could relax and for younger children was an aid to pull themselves up and be mobile. The large kitchen table enabled children to all sit together during mealtimes or participate in a range of table top activities of their choice. The bathroom, located on the ground floor, promoted children's independence and enabled them to easily use the facility on their own or with the support they needed from the child minder.

The child minder ensures resources and equipment are developmentally appropriate.

4. Leadership and Management

Summary

The child minder has some systems in place to manage the service overall, however improvements are needed. The child minder has procedures in place to review her service annually and has good relationships with parents.

Our findings

4.1 How effective is leadership?

Overall the child minder has systems in place to manage the service appropriately. However, she must make sure she cares for no more than 6 children under the age of 5 years and updates her complaints policy to comply with regulation.

The child minder's statement of purpose was clear and provided parents with the information they needed in order to decide whether the service suited their and their child's needs. However, the statement of purpose also clearly noted the number of children she could care for as being no more than '6' children up to 'school age'. The child minder told us when we arrived at 12 noon she and her assistant were caring for '7' children up to school age until 12.30 am and was also caring for an additional child, meaning 8 children under the age of 5 years were being cared for. The child minder was therefore not adhering to the correct ratio of children she can care for as noted in Standard 15.7 of the *National Minimum Standards for Regulated Child Care for children up to the age of 12 years*.

The child minder maintained the required records, such as children's daily attendance and accident and incident records. The child minder provided much written information for parents in English and Welsh and understood she was not, as yet, fully providing the Welsh language 'Active Offer'. Should the child minder receive a concern or complaint, her policy must be clear and include the timescales for managing such a matter.

The child minder needs to make improvements in order to be able to manage her service effectively.

4.2 How effective is self evaluation and planning for improvement?

The child minder has fair processes to evaluate the service and make improvements.

The child minder had devised a basic quality of care report which could be developed further to include more detail in relation to feedback received from parents, children and improvements made and those planned for the future. This would enable the child minder to have a clearer account of how she could make changes in order to move the service forward. We spoke to one parent who told us her child had settled well and was more than satisfied with the care provided.

The child minder could make some improvement to her annual quality of care review and report in order to clearly identify and act upon any changes needed for the benefit of children and their parents.

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

The child minder generally manages resources appropriately.

The child minder ensured toys and equipment suited the children's ages and stages of development. The child minder and assistant had attended and successfully completed a paediatric first aid course and planned to attend a food safety course in the New Year, showing she kept abreast of current practices in order to improve her care of children. The child minder, assistant and a person aged over 16 years living in the child minder's home held Disclosure and Barring Service (DBS) certificates and were currently making arrangements with us for these to be renewed. However, some documentation in relation to the assistant's staff file were missing and the child minder was informed all suitability checks must be sought and put in place.

The child minder must make one improvement in order to fulfil her role in relation to managing resources effectively.

4.4 How effective are partnerships?

The child minder has established positive partnerships with parents.

Parents, as partners, were kept informed about their child's well – being as the child minder regularly provided them with details about their child's time in her care verbally. Parents also provided her with written and verbal information about their child before the child started, meaning the child minder knew the children's dislikes, preferences and daily routine. The child minder took children on local walks which helped to extend children's knowledge of the world around them and enabled them to feel part of the community.

The child minder works together with parents for the benefit of the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Regulation 16 – of The Child Minding and Day Care (Wales) Regulations 2010 - the child minder must undertake an annual review of the quality of care. This should include improvements to date as well as those planned for the future. The children and their parents' views must also be recorded as well as how any matters raised by them, if any, have been addressed. **This had been undertaken.**

Regulation 28 – of The Child Minding and Day Care (Wales) Regulations 2010 the child minder must complete a staff file in relation to the employment of her daughter as an assistant. Information pertaining to what was required was sent to the child minder following the inspection. **This had been undertaken.**

5.2 Areas of non compliance identified at this inspection

We informed the child minder she was not compliant with the following regulations within The Child Minding and Day Care (Wales) Regulations 2010. We found no evidence these impacted on the children's welfare and care and therefore they have been brought to the child minder's attention to be addressed.

Regulation 9 (1)(a) of The Child Minding and Day Care (Wales) Regulations 2010 - the registered person must have regard to her statement of purpose, 'the number of the relevant children'. The child minder's statement of purpose received on 26 July 2017 stated she could care for no more than 6 children 'up to school age'. She had therefore deviated from our standards and was not adhering to the number of children she is able to care for.

Regulation 34 – of The Child Minding and Day Care (Wales) Regulations 2010 - the child minder's complaints policy needed to include the timescales for dealing with any concern / complaint should one be received.

Regulation 28 – of The Child Minding and Day Care (Wales) Regulations 2010 the child minder must fully complete a staff file in relation to the employment of an assistant. Information pertaining to what was required was sent to the child minder following the inspection.

5.3 Recommendations for improvement

We recommended the child minder could;

- Keep development records for children aged under 8 years and record her observations of children's progress in order to plan for their future play and learning;

- develop the quality of care report to include more detail and make it more reader friendly, and
- complete a risk assessment of the high chair without a 4/5 point harness to evidence how children are kept safe when using the high chair.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 14 November 2018 from 12.00 noon – 14.35 hours.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care received;
- spoke to the child minder, children, one parent and the assistant;
- inspected the areas used by children and the resources;
- considered the information received by the child minder in her Self Assessment of Service Statement; Quality of Care Report and Statement of Purpose and
- gave feedback of our findings to the child minder.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

| | |
|---|--|
| Type of care provided | Child Minder |
| Registered Person | Bethan Evans |
| Registered maximum number of places | 10 |
| Age range of children | Birth to 12 years |
| Opening hours | Monday to Friday – 08.00 – 17.30 (these hours may change slightly to meet parents' needs) |
| Operating Language of the service | Welsh |
| Date of previous CSSIW inspection | 17 November 2015 |
| Dates of this inspection visit | 14 November 2018 |
| 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 service does not provide the Welsh Language 'Active Offer' at this time but demonstrates a significant effort to promoting the use of the Welsh language and culture. |
| Additional Information: | |