



Childcare Inspection Report on

Mandy Edwards

Pontypridd



Date of Publication

28 November 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

Mandy Edwards is an experienced child care practitioner who has been providing a child minding service from her home in Church Village since 2005. The child minder provides care for ten children up to the age of 12 years and operates from Monday to Friday between the hours of 7:30am and 5:30pm. The service is provided through the medium of English with some incidental Welsh.

Summary of our findings

1. Overall assessment

Children are happy, listened to and have an affectionate bond with the child minder. They are looked after in a safe and stimulating environment with play space indoors and outside play opportunities nearby. The child minder ensures that record keeping is completed and organised.

2. Improvements

Since last inspection, the child minder has purchased wooden, natural toys and resources such as a play kitchen with utensils and a play shop.

3. Requirements and recommendations

We recommended that the child minder;

- Update all paper work with CIW details;
- ensure all quality of care reports are dated and
- consider completing 'Prevent Duty' training course.

1. Well-being

Summary

Children feel safe, settled and happy at this service. They express themselves and are confident that their voice is heard. They interact well with each other and have warm relationships with their carer. They have access to a range of toys and resources suitable for their age and stages of development.

Our findings

1.1 To what extent do children have a voice?

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

We saw children arrive and went in happily to the play room to choose an activity. Some wanted to colour in whilst others wanted to watch television. Children asked the child minder if they could go to the park after school that day. They all agreed that everyone would decide at the end of the day, when they were being collected by the child minder to see how they all felt. At the park, children chose which snacks they wanted and which coloured cup they wanted their drink in.

Children are confident their voice is heard.

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.

We saw children walk in happy and waved goodbye to their parents / carers. Younger children were uncertain of our presence and stayed close to the child minder. They soon settled and happily chatted to us about their play. We heard children discuss how they felt when their pets had died, and how sad they were because their pet was special to them. This was acknowledged by the child minder and children smiled when sympathy was offered to them.

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

1.3 How well do children interact?

Children are kind and understand the need to be sensitive to the emotions of others. Some need reminding about taking turns.

Some children played alone, drawing and colouring in. Others played together on the floor with toys they had not seen before. Dolls sang when they pressed a button, and not everyone wanted to listen to the repetitive song. They asked, "can you stop playing that please?" and "the battery will run out if you press it all the time" It was then turned into a game because the music continued, and one of the children asked, "what if we don't press

it for one whole minute?” The music continued but the children ignored it. One child said “I’m making a special dinner” and other children asked “can we all eat your special dinner?” Children said ‘thank you’ when they were handed their snack. We saw some children needed reminding about taking turns when one took a doll from another child’s hands. They agreed to that each child would have the doll for a specific time and would then swap. Children’s interactions are mostly positive.

Children understand and respect other’s feelings.

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

Children enjoy their play and are interested in what is available to them

We saw children engaged in their play and had lined up small characters on the floor, ready to take their turns on the funfair ride. Children pretended to make a ‘special dinner’ in the kitchen, and added a selection of play food into the saucepan. Children told us they enjoy coming to the child minder, and especially enjoyed playing in the park which was close by to the house. Parents told us that their children had a choice of attending a breakfast club but chose the child minder because they enjoyed the activities available to them.

Children are motivated and engaged in their play.

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

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

We saw children use their imagination to produce drawings, which they coloured in. Younger children enjoyed naming different shapes with the child minder. When it was time to walk to school, children put on their coats and shoes. Some needed help whilst others managed on their own. Children used the toilet independently and washed their hands afterwards. During the walk to school, children discussed why the leaves had fallen from the trees because the seasons had changed. Children listened to safety messages on the walk to school and waited for the green man before crossing the road.

Children are developing well and their independence is promoted successfully.

2. Care and Development

Summary

We saw that the children receive care from a qualified and committed child minder, who is kind and promotes positive behaviour. 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. Children are kept safe and healthy with regular physical activities.

We saw that the child minder reviewed all policies and paperwork annually. The child protection policy included procedures and local contact numbers for making referrals. The child minder gave positive responses to given scenarios and confidently explained how she would deal with disclosures or recognise signs of abuse. The child minder ensured daily walks for the children, whatever the weather. She took and collected children from school every day. We heard the child minder reminding children to wash their hands after using the toilet. Safety reminders were given to children who sat too close to the television. With parents agreement, older children arrived at the service independently in the morning and the child minder sent a text message to parents to confirm they had arrived safely in her care.

Children are kept safe and their physical health is promoted.

2.2 How well do practitioners manage interactions?

The child minder is a good role model. She interacts positively with the children and acknowledges good behaviour.

We saw that the child minder praised good behaviour, good manners and achievements for example 'well done', 'look how good you are!' and 'oh you're such a good boy' when one of the children went to find his shoes and attempted to put them on independently. The child minder was calm and patient with children and intervened when two children wanted the same toy. The child minder discussed sharing and taking turns and suggested both have some time before swapping over.

The child minder manages behaviour consistently and effectively.

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 and meets their needs and records their development.

We saw detailed information records for each child, which included their likes / dislikes and preferences. 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 their eye level. However, with the older children, she spoke in a more conversational manner and used humour to engage them.

Younger children's progress was recorded in individual scrap books with photographs and creative work of the children, all linked to areas of learning. We saw assessment records for the children that had been completed on starting at the service and thereafter periodically.

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

3. Environment

Summary

The environment is safe, clean and secure and impacts positively upon children's well-being and learning. Children have their own play room fully equipped with age appropriate resources. Children do not have access to the garden area.

Our findings

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

The child minder keeps the premises safe, clean, secure and tidy.

Visitors' logs were recorded in the daily diary. Children's arrival and departure times were also recorded daily. We saw detailed risk assessments had been completed and were reviewed regularly, as well daily checklists of the home. We viewed the central heating check certificate for the current year and the public liability insurance certificate, both of which were valid. Children were supervised at all times when they went to the nearby park. Fire drills were carried out and recorded every month. Children used paper towels to dry their hands and we saw that a first aid kit was available in the downstairs bathroom.

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 and suitable and is well maintained and decorated.

We found that children were well cared for in a play environment that was clean, child friendly and suitable for purpose. There was adequate space in the play room and the child minder told us that older children has use of the main lounge after school as they preferred to play board games or watch a film. The play room storage boxes with various resources, all of which were easily accessible to all children as they were on floor level. Children did not have access to the garden but used the park, which was across the road from the house.

The child minder provides a stimulating play area for the children.

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

The child minder has a good stock of toys and equipment, which are suitable for the children's needs.

We saw that children had access to a wide selection of resources such as a play kitchen with utensils and pretend food, dolls, a café, train set, puzzles, building blocks, sensory toys, garage and cars, selection of books and a television with DVD player. We saw

photographs of children playing with water and sand, as well as rice and pasta play in a tuff tray. We found that resources were clean and age and / or developmentally appropriate. Older children had access to family board games. The child minder told us that she rotated toys regularly to keep children interested. These resources were stored in the garage.

The child minder offers a range of good quality resources and equipment.

4. Leadership and Management

Summary

The child minder is motivated, qualified and evidently enjoys looking after children. She complies with regulations and national minimum standards. The child minder manages the service well, is organised with all aspects of record keeping and has a system in place to review the service.

Our findings

4.1 How effective is leadership?

The child minder ensures she complies with regulations and the national minimum standards.

We saw that the statement of purpose provided a clear picture of what the service provided. All policies, procedures and contracts are updated every year, with the next review due in December 2018. The child minder told us she would use this opportunity to ensure CIW details were updated on all paperwork. We found the child minder was very motivated and showed genuine enjoyment in her role.

The child minder is efficient and well 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 report included a review of the past year and it included feedback from parents and older children who used her service. However, it did not include the date of when the review was completed. Parents were happy with the service and did not suggest areas for improvement. We spoke to children who told us they enjoy coming attending and preferred the child minder's care to other options such as after school club. One child told us "I also like to play with things I don't have at home".

Self evaluation and planning for improvement is effective.

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 ensured that adult household members have undertaken suitability checks, such as disclosure and barring service (DBS) check and she understood her responsibility to inform the CIW of any changes to household members and / or her service. We saw that all aspects of record keeping were very organised and kept locked away safely. Parents completed 'all about me' forms for their children prior to using the service.

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

4.4 How effective are partnerships?

The child minder has positive partnerships with parents, other child minders and the community.

We received questionnaires from parents and spoke to parents who were all very complimentary of the care given to their children. Settling sessions and timescales were on parents and children's terms, based on when they were happy. The child minder provided verbal feedback with parents at the end of the day, and diaries were available should parents prefer written feedback. She also sent photographs to parents from her phone of activities their children had taken part in. The child minder has regular contact with other minders in the community and they attend playgroups together, trips out to the museum or local shops and meetings in each others homes. The child minder used another local child minder in the event of an emergency.

The child minder has positive partnerships with parents and other minders in the community 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 Recommendations for improvement

We recommended that the child minder;

- Update all paper work with CIW details;
- ensure all quality of care reports are dated and
- consider completing 'Prevent Duty' training course.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspection. One inspector undertook one announced visit to the service on 3 October 2018 for a total of three hours 45 minutes.

- We observed children and the care given to them by the child minder;
- we looked at a sample of documentation which included children's files, policies and procedures, medication and accident logs, training certificates and risk assessments;
- we spoke to the child minder and the children present;
- we received feedback from parents who completed questionnaires and spoke to parents and
- we inspected the premises indoors and outdoors.

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	Mandy Edwards
Registered maximum number of places	10
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	18 February 2015
Dates of this inspection visit(s)	03 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, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service. However, incidental Welsh is used regularly by the chid minder.
Additional Information:	