



Childcare Inspection Report on

Barbara Marshall

Cardiff



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Description of the service

Barbara Marshall lives and operates her service from her home in Cardiff where she lives with her partner and adult son aged over 18. The child minder is currently registered to care for up to 10 children, under the age of 12 years. She provides care Monday to Friday 8am to 5:30pm. Care is delivered through the medium of English.

Summary of our findings

1. Overall assessment

Children are able to make choices, enjoy a variety of activities both in the child minder's home and out and about, and are well supported by the child minder. They form positive and warm relationships with the child minder and feel at home at the service. The child minder is suitably trained, motivated and competent. Children generally enjoy a safe and comfortable environment. The child minder is motivated and keen to develop her professional knowledge and attends training to promote her professional development.

2. Improvements

The child minder has acted upon most of the recommendation of the previous inspection which identified improvements in record keeping and undertaking food hygiene training. During the inspection the garden was temporarily out of bounds to children as new boundary fencing was being erected.

3. Requirements and recommendations

The child minder is meeting all of her legal responsibilities. We have made some recommendations to improve outcomes for children and parents. These were mainly confined to record keeping element of the service and some improvements to the environment.

1. Well-being

Summary

Outcomes for children are positive. Children's needs are met and they are provided with warm, responsive care in a homely environment. Children are settled, comforted and cared for in a responsive warm manner from a child minder who knows the children's needs well. We saw that children interacted well and got on well together, enjoying play and relaxing after school. The child minder encourages children to develop their independence and provides opportunities for children to practice these skills.

Our findings

1.1 To what extent do children have a voice?

Children are confident to express themselves and make their needs known. The child minder plans lots of activities for younger children and takes into account the changing needs or interests of the children. Older children were relaxed and happily articulated their thoughts and wishes knowing that the child minder respects and listens to what they have to say. We heard plenty of examples of the child minder asking the children what they would like to do, giving options and choices. Children's feedback is sought and we were told that this is considered during the annual quality of care review, however there were no formal questionnaires for children and the complaints policy did not make it clear how older children could formally raise a concern or make a complaint.

The child minder actively listens to children and respects what they have to say which improves children's confidence and self-esteem. This could be further strengthened through the implementation of children's questionnaires and complaint procedure.

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

Children are secure, happy and relaxed with the child minder. They were happy and confident to approach her, to seek comfort from her when necessary and were keen to interact with her and include her in their play. The children were happy and they smiled, laughed and chatted whilst they played. We saw that children had settled well into the setting and were comfortable exploring their surroundings. Older children had attended for many years and bonds of affection and firm attachments with the child minder had been forged. We heard the child minder give praise and recognition for their good behaviour, kindness and sharing. One young child said "I love playing with the toy animals at Bab's house and I like her because she shows me flowers". One parent informed us that their child really looked forward attending and therefore they had happily placed siblings with the child minder.

Children are supported to feel happy, safe and contented at the setting.

1.3 How well do children interact?

Children are learning to share, socialise, and co-operate with their peers and the child minder. We saw the children learning to share and take turns supported by the child

minder. They enjoyed doing arts and crafts together and joked with one another as they iced Pudsey bear gingerbread biscuits. The child minder treated all children with fairness and patience. The children listened to the child minder and responded appropriately. They settled to activities quickly, happy to play on their own or chat and relax with their friends. The atmosphere remained relaxed and ordered throughout the inspection even though children were busy and lively in their interactions with one another. Children were able to tell us many house rules and were seen to abide by them. Older children were considerate of younger children present.

There is appropriate support and boundary setting to encourage children to manage their behaviours and interact appropriately with others.

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

Children enjoy a variety of activities which sustain their interest and are appropriate to their ages. We saw the children enjoying a number of activities including table top activities icing biscuits, painting and drawing, watching videos and playing with dolls and pushchairs. They were very engaged in all of the activities and did not become bored or frustrated. They especially loved icing biscuits with lots of different coloured icing and all children from the youngest to the eldest took part chatting and commenting on one another's skills and a really positive, inclusive group dynamic was observed. When this task was completed children broke off into smaller groups choosing either to relax and watch television, draw, read or play with dolls. We saw that children really loved interacting with the child minder singing in Welsh for her and telling her about things of importance to them, "I nearly three Babs!"

Levels of engagement are good and this helps children to develop skills of focus and concentration which will support learning.

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

Children are encouraged to develop their independence skills and are provided with the resources and support to do this. We saw that the child minder encouraged children to accomplish things for themselves in line with the child's age and stage of development. We saw that children were encouraged to wash their hands after using the toilet and before eating. Healthy eating was encouraged in order to develop children's own awareness of the food they eat and children ate independently. The child minder taught children about road safety as she was mindful of this issue as she walks children to and from their schools.

The child minder encourages children to learn and do as much for themselves as they can.

2. Care and Development

Summary

Children and parents benefit from an experienced and motivated child minder who has a good understanding of individual children and is well able to meet their needs. She plans and provides stimulating activities following children's interest and abilities. She treats children with respect and is able to manage children's behaviour through a positive approach. Children remain safe and healthy in her care because the child minder has a good understanding of her responsibilities and generally has good procedures in place to support her.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures that children's health and welfare is promoted. The child minder had attended training courses in child protection and had included information on 'Prevent', a government strategy to prevent children being drawn into extremist views, within her safeguarding procedures. This document needed amending to reflect what actions would be taken should a family member be involved in any child protection matters. She told us that she completed daily visual checks of all child minding areas and we saw risk assessments regarding the environment to minimise or eliminate risks to children. Whilst children bring their own lunches and snacks the child minder does provide some snacks and explained that she had registered her business with the Food Standards Agency, had undertaken a food hygiene course and promoted healthy food choices. The child minder had a fire evacuation policy and recorded fire drills although we discussed how the information recorded could be improved. We saw that accidents and incidents had been recorded and parents had signed necessary paperwork.

The child minder demonstrated that she is mindful of her responsibilities in providing a safe and secure service to the children and their families.

2.2 How well do practitioners manage interactions?

The child minder has a patient and calm manner with the children and promotes positive behaviour consistently. The child minder had a behaviour management policy and we saw that she managed children's behaviour in ways that were suitable for the age and understanding of each child. She encouraged children to share, take turns and say 'please' and 'thank you'. She implemented strategies to support children so that behaviours were controlled, thoughtful to others and socially acceptable. Children were praised, given lots of attention and prevented from becoming bored or frustrated which supports them to behave appropriately. House rules had been developed and children were able to tell us some of these, such as 'sharing is caring', 'no going upstairs' and 'no football in the house!'. However, whilst children told us that they eat and drink at the table we saw that some children left the table early with a snack in their hand and walked around whilst eating.

The child minder has clear effective strategies for managing children's behaviour however, house rules may need to be reviewed with children and the child minder needs to ensure they are consistently followed.

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 plans suitable activities to promote their play and learning. The child minder had developed warm relationships with the children and she said that she enjoyed her job. She knew the children well and was responsive and sensitive to their needs. She planned a good variety of activities so children could enjoy a range of experiences, but was flexible in her approach so that she could follow the children's lead. We saw photographs of children enjoying a number of activities including observing owls at Cardiff castle, visiting the museum, planting and growing sunflowers in the garden, taking children to see a giant tiger built from lego and water play at the nearby splash park. She also took young children to playgroups, music and welsh sessions .We saw that children were given equal opportunities and encouraged to play with the resources that they wished to without a gender bias and encouraged in their personal interests. Whilst she had implemented a system to track and observe young children's progress this needs to be strengthened.

The child minder is able to meet children's individual needs and promotes children's all round development.

3. Environment

Summary

The child minder takes steps to ensure that the environment is child friendly. Children are cared for in a homely environment which is clean and well presented. Resources are varied and creative which will stimulate children and encourage their learning through play. We did note that some resources were not easily accessible to children, hand drying facilities need to be reviewed and some risks within the environment need to be added to the risk assessment records to be eliminated and monitored.

Our findings

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

Parents can be generally confident that areas used by children are safe and well maintained. The child minder has identified and addressed the majority of risks in the home. We saw that the rooms in the home that children access were appropriately maintained and decorated. We examined the risk assessments for the service and found that they needed to be strengthened to ensure the sharps drawer is consistently secured and doors used by small children are not at risk of trapping children's fingers. A safety check for the gas system within the premises had been updated in July 2018 and insurance cover for Public Liability was in place. Accident and incident records were kept and had been signed by parents. The nature of the accidents did not raise any concerns about levels of supervision or safety of the child minder's home.

Children are cared for in a safe, clean and secure environment that is risk assessed but some areas need to be reviewed to ensure children's safety.

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

The child minder ensures the home, both inside and outside is clean, secure and welcoming. We saw that the front door was kept locked, with the key out of reach of the children. Rooms used by children are well decorated, bright and airy and we saw that it resourced with good quality toys. The child minder explained she had further resources stored upstairs and rotated them so that children did not become bored with them. We found that some resources were not within easy reach of the children and, for example, we saw children stand on a chair and stretch for paper when colouring and a younger child also did this but could not get at the things they were reaching for as the shelving was very high. Children have direct access to a downstairs cloakroom. We saw that children were sharing a towel to dry their hands and this has the potential for cross contamination. When discussed with the child minder she said she would address this promptly. The layout of the rear garden provides children with extra space to play and learn and it was explained that safe fencing was currently be erected and that children would be able to access the garden as soon as this was completed but in the meantime she ensures that children have daily opportunities for outdoor play and physical exercise.

The child minder ensures the environment is suitable for children but accessibility to resources could be improved.

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

The child minder has systems in place to ensure that the range and quality of resources can meet the needs of the children she cares for. Toys and equipment are well maintained and appropriate for the age and developmental range of the children being cared for. There were also lots of games to promote physical activities in her garden, including scooters, tunnels, tents and ball games. The child minder explained that she discouraged watching television during the day although it was available for older children if they chose this to relax after school. Multi-cultural toys were available to children and the child minder stated they celebrated a variety of festivals.

There are enough toys and resources of a sufficient quantity and of a suitable quality to ensure that the needs of the children are met.

4. Leadership and Management

Summary

The child minder has systems in place to manage her service appropriately. We made some recommendations in relation to record keeping and enhancing information in some policies, including a policy on keeping pets. In our view, parents and children benefit from a service which is generally well run and managed by a motivated child minder.

Our findings

4.1 How effective is leadership?

The child minder is conscientious and professional in her approach and keen to provide an effective service for the families she serves. She has a statement of purpose and policies and procedures that are made available to parents. She understood that these needed to be reviewed annually. Children's contracts were completed and shared with parents setting out the expectations of both parties. We examined the register of children's attendance and found that it contained all of the necessary information and that it was completed in a timely manner. Whilst the child minder has a policies and procedures folder we have recommended that as she has pets that a formal pet policy is recorded. We found that the child minder was open and receptive to our recommendations.

Parents who use the setting can be satisfied and assured that the setting is generally well run.

4.2 How effective is self evaluation and planning for improvement?

We found that the child minder was keen to provide a consistently good service. The child minder had consulted with parents and children and had undertaken a thorough review of her service in April 2018. The child minder is mindful of her own professional development and is motivated to continually improve her service and keep up to date with child care practices.

There are systems in place to ensure planning for improvement to the service is ongoing.

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

The child minder does not employ any staff. All required training had been completed and she had Disclosure and Barring Service checks completed on all adults living in her house. Contracts were in place with parents and they were kept well informed of the care their child received. One parent in their returned questionnaire wrote "*You always make time to discuss things*" There is a designated emergency back-up person which the child minder could call upon, if required. The child minder is effective in managing her own time and prioritising activities responsively to ensure children's needs are always met in a timely manner. Before after school children arrived the child minder excused herself stating "I just want to check my resources before my after schoolers come" and she had baked the night before in readiness for the afternoons

activity with children. We observed the child minder to be generally well organised and we saw that this allowed her to remain calm whilst delivering care.

The child minder provides a consistent and reliable service to the parents and children she works with.

4.4 How effective are partnerships?

The child minder works closely with parents to improve their child's well-being. She ensured that she understood the children's need, likes and dislikes before they started at her service. She keeps records of each child's personal details and speaks with parents regularly to maintain up to date information. Parents are provided with a Statement of Purpose and all policies and procedures before their child starts so that they are clear about the service. She explained that settling in of children was done at the child's pace to ensure they and their parents were comfortable and happy with the service. She had not received any concerns or complaints about her child minding service. We looked at feedback from her questionnaires and one parent had written "*She clearly wants the children in her care to feel happy, loved and to develop well*" Parent's and children's feedback showed a high level of satisfaction with the service.

The child minder is able to build good working relationships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Implement children's questionnaires;
- update child protection procedure to explain what would happen if a family member were to be involved in child protection concern;
- keep a record of complaints and update policy to identify how children aged eight and over could raise a complaint/concern;
- develop pet policy;
- record fire drill exits and duration on drill recordings;
- review risk assessment regarding sharps drawer to ensure it is secured when children are present and look at securing doors to prevent trapped fingers;
- strengthen observations of children;
- ensure children have separate hand drying facilities to prevent cross infection;
- encourage children to sit down when they are eating;
- review storage of play resources so that it is easily accessible for children.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. A visit to the service took place on 13 November 2018; the visit was unannounced and took approximately five hours. We used the following methods to gather information for the report:

- we observed the children playing with the child minder in her home, choosing their activities and having their snacks;
- we spoke with the children;
- we spoke with a parent;
- we looked at a wide range of records and documents including risk assessments, accident records, contracts, and policies and procedures;
- we read documents held by CIW and
- we spoke with the child minder about how she ran her service and her plans for the future.

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	Barbara Marshall
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	8:00am to 5:30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 April 2015
Date of this inspection visit	13 November 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. We recommend that the service provider considers Welsh Government's More 'Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information: None	