



Childcare Inspection Report on

Sally Burnett

Cardiff



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Description of the service

Sally Burnett is registered with Care Inspectorate Wales (CIW) to care for up to 10 children under the age of 12 years. She is registered to provide care from her family home in the Roath area of Cardiff, which she shares with her husband and pet cat and dog. Care is offered between 07:00am and 18:00pm weekdays. Overnight care is not provided.

Summary of our findings

1. Overall assessment

Children have positive experiences in relation to their well-being. Care practice is responsive and children are happy and their needs are at the centre of the service. Children benefit from a well organised environment that encourages them to make independent choices and promotes play, learning and development. Resources are plentiful and of a good standard. Leadership and management is effective, with constructive systems in place.

2. Improvements

Since the last inspection the child minder has undertaken refresher training to support her practice.

3. Requirements and recommendations

We did not identify any areas of non-compliance at this inspection. We made good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Outcomes for minded children are good. They experience a caring service which gives them a suitable foundation for their learning and development. They interact well with their peers, are familiar with routines and are developing their independence in line with their age and stage of development.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak out and make their needs known. We saw that children could direct their play and were able to make choices. For example, the child minder asked children what they would like to do and children confidently spoke out and made their preferences known in relation to what toys they wanted to play with and what snack items they wanted. They are also able to express their opinions and views about the service via child questionnaires, which we saw during the inspection.

Children have a voice in the service. They are able to direct their play and their views are taken into account.

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

Children receive consistent, nurturing care from the child minder. We saw that they were familiar with the routines of the home which were arranged to meet the needs of the children. We saw a younger child going to the child minder for comfort and reassurance; she was responsive and spoke respectfully to the children. We observed children smiling and laughing while completing activities, and asking the child minder for assistance; *'can I have help to open it please'*.

Children are comfortable with the routines, and have formed positive attachments to the child minder.

1.3 How well do children interact?

Children interact appropriately in line with their age and stage of development. Younger children are beginning to understand their feelings and how their behaviour affects others. We saw that children were learning to share and to play together and needed guidance and comfort when they did not always get what they wanted, for example sharing toys. Older children were happy to cooperate and understood the need to be courteous and respectful with others. We heard one child ask another *'are you my friend?'*, to which the other child replied *'we are all friends here'*.

Children receive good support to develop emotional resilience.

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

Children benefit from a range of play and learning experiences to extend their skills and maintain their interest. For example, there are regular opportunities for children to experience trips to the local park and play groups giving them a range of social

experiences outside of the home environment. We observed children enjoying self directed play such as role play and more structured table top activities including baking a cake. Children enjoyed the opportunity to taste some of the ingredients whilst mixing the cake mixture.

Children have opportunities to promote their all round development due to the age appropriate play and learning experiences available to them.

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

Children are learning appropriate self help skills to promote their independence. For example, they picked out toys and put them back in their boxes after they had played with them. Older children went to the toilet independently and washed their hands without the need for adult assistance. Children were encouraged to feed themselves, however further opportunities for independence at snack time should be provided. Children played independently and were confident to direct their own play. They knew where toys were stored and looked in boxes to locate the resources they wanted to play with.

2. Care and Development

Summary

The child minder keeps children safe and healthy and manages interactions well. She provides activities and outings which help children's overall development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder has policies, procedures and systems in place to ensure children are kept safe. There was a detailed safeguarding policy which contained the Prevent duty, (this is a government strategy that places a responsibility on providers to identify children who may be at risk of radicalisation), and the child minder had attended child protection training. There was a medication policy in place, and parents are required to sign before and after medication is administered. The child minder has a current Paediatric First Aid certificate and has attended food hygiene training. Children were provided with fruit and a drink at snack time, however children did not have access to drinking water which they could access independently throughout the day.

The child minder is aware of her responsibilities to keep children safe and healthy and appropriate procedures and processes are in place.

2.2 How well do practitioners manage interactions?

There is a behaviour management policy in place which explains the strategies the child minder uses when dealing with children's behaviour. The policy places an emphasis on positive reinforcement. Our observations of practice indicated that the child minder was consistent and supported the children's behaviour whilst also encouraging good manners. She spoke gently and kindly to the children who clearly respected her and enjoyed her company. We heard the child minder give lots of praise and encouragement, such as '*well done*' and '*that's good*'.

The child minder supports children's social behaviour in a positive way.

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

The child minder is an effective practitioner and supports children's play and learning needs. We observed care practice over the course of our visit and found that the child minder had an awareness of children's abilities. Children were given the space and time to play individually and activities were predominately child led and unstructured. This meant that children engaged in activities which interested them. Through discussions, we found that the child minder adapts activities according to individual interests of the children. The child minder completes profiles of children when they start at her service, keeps photo evidence of their achievements and identifies next steps in learning.

Children's development is promoted by the child minder.

3. Environment

Summary

The child minder's home is safe, clean and well maintained. Children have access to a playroom, kitchen, upstairs toilet, and enclosed rear garden. The child minder ensures children are well supervised at all times.

Our findings

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

The child minder ensures the environment is safe for children in her care. The front door was locked at all times, and any visitors are recorded. There is a fire blanket and first aid kit in the kitchen and the child minder is registered with the Food Standards Agency as a food provider. Fire drills are undertaken monthly, however records we examined did not detail who was present.

The home offers a secure place for children and safety checks are in place

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

The child minder ensures the environment is suitable for children in her care. Child minding takes place on the ground floor of the home. The rooms provide sufficient space for play and learning activities. The home is comfortable, and benefits from good natural light. Play areas are well organised so that children feel at ease and comfortable to explore and engage in the activities and resources available. The child minder had a photo book of additional resources available which children could look through and pick toys they would like to play with. Low level tables and chairs were available for children to eat their meals and complete table top activities. The toilet is well maintained, and toiletries are kept out of children's reach. The lounge is used for sleep and quiet times.

The home provides a suitable space for children's play and learning activities.

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

Children have access to a range of good quality, developmentally appropriate play and learning resources and equipment. We saw art and craft materials; a good range of board games, puzzles, books, small world and role play items. Outside children have access to a kitchen, water play, dens, and balls. The resources we inspected were in good condition and appropriate for the age range of children who attend the service.

The child minder ensures that there is a varied range of resources and equipment available to enhance children's experiences and development.

4. Leadership and Management

Summary

The child minder runs her service effectively in accordance with Regulations and National Minimum Standards. Records and documents are maintained to a good standard and were readily available for us to view at inspection. The child minder is thorough and methodical in relation to her training Partnerships with parents and the local community are well established.

Our findings

4.1 How effective is leadership?

Leadership of the service is good. There is a detailed Statement of Purpose which provides parents with information to assist them in making a decision on the suitability of the service for their child. We looked at a sample of children's contracts which were well completed, and parents sign additional permission slips for outings, sun protection and photographs. Appropriate policies and procedures are maintained and reviewed regularly; including nappy changing policy, and lost and uncollected child policy. However we recommended that the child minder devise a pet policy for the cat and dog.

The child minder operates her service effectively.

4.2 How effective is self evaluation and planning for improvement?

There are good systems in place to monitor and evaluate the child minder's practice to ensure the service meets the children's needs. We looked at a sample of questionnaires the child minder had received from parents and children as part of her self evaluation. CIW received the Self Assessment Service Statement (SASS) and Quality of Care report as part of the annual review of the service. There is a complaints policy in place should parents wish to raise an issue regarding the service.

The child minder recognises her responsibility to review and plan for development of her service.

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

The child minder manages her service very well. She is a member of an umbrella organisation which provides the child minder with support should she require it. The child minder does not employ an assistant. All household members over the age of 16 hold current Disclosure and Barring Service checks (DBS), and the child minder has a back up contact in the event of an emergency. All paperwork was very well organised, and the child minder manages her service appropriately.

The child minder manages her time and resources effectively.

4.4 How effective are partnerships?

The child minder has established good links with parents and ensures they have relevant information about her service and their child's routine. When children start at

the service, parents are provided with a parent pack which contains key policies and procedures. We spoke to one parent who said their child had developed significantly since attending the child minder. CIW parent questionnaires we received also confirmed that parents highly value the service the child minder provides, stating their children love attending and had developed significantly in her care. The child minder told us she sends parents photographs of their children undertaking activities throughout the day via Whatsapp, and provides verbal updates when children are collected. The child minder is a member of a network of child minders in the area, and regularly takes children in her care to the park, toddler groups and soft play.

The child minder has positive partnerships with parents and the community which maximises the benefits to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the child minder;

- Devise a pet policy for the cat and dog;
- record children's religion on registration forms;
- children to have access to drinking water throughout the day, which they can access independently;
- record who is present during fire drill, and
- develop opportunities for independence at snack time.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector made one visit to the service. The child minder was given short notice of our visit;

- We observed care practice we made a visual check of the areas used for minding; we considered information available to CIW prior to the inspection, including the Self Assessment of Service Statement (SASS); we spoke to one child and one parent we looked at a range of documentation. We focused on the Behaviour management policy, children's contracts and Safeguarding policy, and we took account of feedback provided in four CIW parent questionnaires.

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	Sally Burnett
Registered maximum number of places	10
Age range of children	0 to 12 years
Opening hours	07:00am to 18:00pm weekdays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	05 February 2015
Dates of this inspection visit	08 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.'
Additional Information: None	