



# Childcare Inspection Report on

**Julia Bevan**

**Cardiff**



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## **Description of the service**

Julia Bevan operates her child minding business from her home in the Thornhill area of Cardiff. The service has been registered since April 2001 to provide care for a maximum of six children aged birth to 12 years. The child minders service operates between 7:30am and 5:30pm, Monday to Friday. The main language of the setting is English with use of incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Overall, children attending are very happy and well settled. They are cared for by nurturing, kind and established child minder who is committed to meeting their individual needs. Parents are very happy with their children's progress and the service that is provided. The environment is child friendly and comfortable for children where they are supported to develop through play whilst having fun and enjoyment. Resources are of an excellent standard, plentiful and age appropriate. Leadership and management are generally very good with positive working relationships with parents. Parents and children's views are considered by the child minder as part of her self-evaluation process and quality of care review.

### **2. Improvements**

Recommendations for improvement identified in the previous inspection had been fully met in line with the regulations as the child minder had:

- Maintained records including: the register of attendance, fire drill and medication records;
- ensured that developmental records for children are written and shared with parents and
- expanded the lost and uncollected child policies and put into place a statement for dealing with bullying.

### **3. Requirements and recommendations**

There were no areas of non-compliance identified at this inspection.

Prior to the report being written the child minder notified us that all good practice recommendations were fully met.

# **1. Well-being**

## **Summary**

Children are listened to and are able to make choices. They are happy, secure and enjoy many play opportunities. Children are encouraged to undertake some tasks independently.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have choice, are listened to and communicate openly with the child minder.

Children have opportunities to make personal choices. The excellent range of toys enhanced choice whilst children were able to move freely between rooms choosing the toys that interested them. We saw children chose to play with play dough and make shapes and construct a model of a person out of play dough and shapes. There was much fun whilst a child placed wings and eyes onto her play dough model of her own choice leading her play confidently. We heard much laughter as the child's model fell over and the wings fell off. Chalks were used to draw freely on a chalk board with a child taking delight in choosing what colour chalks to use. Requests were listened to and reacted to positively by the child minder. For example, snack was chosen of scrambled egg on toast, with fresh fruit and yogurt for dessert. Drinks were accessible throughout the day.

Children have a strong voice. They are confident to communicate because they know that ideas and suggestions will actively be listened and responded to.

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

Children are busy and occupied, their achievements are celebrated, giving them a sense of pride. Children played enthusiastically, happily and contentedly. They often approached the child minder for reassurance and a hug. Children are relaxed and completely engrossed in their play. They are very interested in playing with small world toys, naming farm animals, the farmer and their toy friends. Children were highly active, involved and enjoyed time playing with a doll's house and with soft toys that a child pretended to feed with pretend food. We heard a child happily singing to her dolls and teddy bears in Welsh. Parental questionnaires confirmed that children enjoyed their time at the service. For example, one wrote, "My child really enjoys her time with the child minder "child care is excellent". Children evidently enjoy their time at the service and benefit from planned activities and unstructured play opportunities. Children thrived on praise given, smiling proudly as the child minder said, "well done, excellent, you are clever".

Children are content and well settled at the service. They are happy, relaxed and highly valued.

### **1.3 How well do children interact?**

Children are beginning to understand the feelings of others and they are developing relationships.

Children are content to engage the child minder in their play. Interaction between them was very positive. Children shared toys willingly with the child minder. For example, small world toys and during role play. During a child's role play, the child made the child minder a pretend cup of tea and a fried egg, asking the child minder "do you like my cooking"? The child lay out three plates one for the child minder, herself and her dolls saying, 'it's nice to share'. The child included her favourite soft toys 'Peppa pig' into her role play. Throughout play children's interaction was very positive and meaningful.

Children interact cooperatively and purposefully with the child minder.

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

Children have opportunities to engage in interesting play and learning experiences.

Children sustained interest in activities and it was very clear that routines were familiar which included structured and free play. Time was given for exploration and imaginative play, where by children freely and confidently selected toys and resources as they wanted. A child was delighted playing with the doll's house, laughing heartily as the child named the father saying, "this is his bed, he's asleep shh". A child concentrated for a considerable amount of time choosing coloured chalks and mark making on the chalk board, naming the colours bilingually.

Children thoroughly enjoy their play and learning.

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

Children have excellent opportunities to develop skills and independence.

Children wash and dry their hands before snack and after messy play. They were self-motivated to tidy up at various times during the day. Children used the toilet independently. A young child independently used a tissue to blow her nose. Children independently removed their slippers and put them back on again unaided. Children are confident to try new things and gain a sense of pride from their achievements. For example, a young child concentrated hard to remove the lid off a yogurt and confidently used a spoon to eat her food with.

Children develop well, having many opportunities to practice independence and learn through play.

## **2. Care and Development**

### **Summary**

The child minder consistently met children's needs. The child minder is very committed to providing varied activities for children that enhances their care and development.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder is aware of the service's child protection policy and uses appropriate procedures so as to keep children safe and well.

The child minder knew that safeguarding children was a high priority and had a very clear understanding of dealing with concerns or disclosures. The child minder had recently updated her paediatric first aid training and there were procedures in place to deal with incidents and/or accidents. Parents signed accident and incident logs. The child minder practised good hygiene reciprocated by the children. A varied menu of home cooked foods was provided for children and any specific dietary needs met. The outside garden area was an integral part of the space for play opportunities, (weather permitting) giving opportunities for fresh air and exercise.

The child minder uses effective clear and consistent systems and methods that keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

The child minder promoted a positive behaviour policy and is consistent in her approach in managing behaviour.

The child minder praised children for good behaviour. Interactions were caring, nurturing and comforting with a child going to the child minder for hugs. The child minder spoke kindly and reassuringly to children. The child minder engaged in conversations at each child's level of understanding. The child minder reacted positively and consistently throughout the day. For example, as a child was singing to herself and her dolls. The child minder stopped what she was doing to listen to her and commented "That is beautiful singing". The child minder is a very good role model, speaking politely and kindly encouraging positive interactions at every given opportunity.

The child minder manages interactions very well.

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

Children are looked after by a caring and nurturing child minder who know children's preferences and individual abilities.

The child minder implemented the principles of the foundation phase and planned activities around this. The child minder also planned activities around themes and celebrations of cultural events. Each minded child had a file whereby the child's individual developmental progress was tracked. The child minder also recorded daily events and general care given to children in a diary which was shared with the child's parents. We saw that the child minder recorded children's preferences such as their favourite snack prior to them starting at the service. The child minder reassured children giving them cuddles and hugs.

The child minder promoted children's play, learning and development effectively.

### **3. Environment**

#### **Summary**

The child minder promotes a home from home environment which is welcoming and child friendly. It is safe, secure and suitable for purpose. The environment is organised, clean, and provides a rich environment for play and learning. Resources are plentiful, suitable for various ages of children in attendance, and space is arranged so as to promote activities with the rotation of toys, equipment and resources.

#### **Our findings**

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

Children are cared for in an environment that is safe, secure and suitable for its purpose.

The child minder was aware of her responsibilities in relation to the safety and welfare of children. Entrance was gained through the front door which was kept locked when children were present. Visitors are recorded. The back garden area was securely fenced. However, the garden fencing in parts is low in height, with the potential hazard of children being able to climb over the fence. This fencing was particularly low directly behind the raised fish pond. The child minder told us, children are supervised at all times. Prior to the report being written, she confirmed that a separate risk assessment had been carried out with regards to the garden fencing. Risk assessment checklists for all other rooms and/or play areas were in place. A gas appliance check had been carried out. Public Liability Insurance, car insurance and MOT were in date. Details of dealing with an emergency were available as were fire evacuations procedures. A smoke alarm was in situ. A safety gate was in situ in the hall way preventing access to the stairs. There is a fire blanket in place in the kitchen. The child minder regularly checked resources and equipment so as to ensure that they were safe, clean and of suitable quality.

Parents can be confident that the child minder is committed to ensuring the safety of the environment for children in her care.

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

The child minder ensures that children are cared for in a warm and welcoming suitable child focused environment.

The indoor play space is child friendly, warm and welcoming. The outdoor play space provided resources for children to experience play with, for example, ride on toys, dolls and pushchairs, a shopping trolley and a play kitchen. There is an area for planting flowers and a woodland area with wild flowers, where children can listen and see birds and wild life. The child minder has suitable chairs available to allow children to eat meals together. There was also a small table and chairs available, suitable for younger children.



The child minder actively promotes a child friendly, interesting and suitable environment.

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

The child minder ensures that children have access to a wide range of resources and equipment.

Children have easy access to a varied and very good range of age appropriate resources. This allowed the children to follow their interests. They encouraged children's curiosity and engagement. For Example, we saw a child really enjoyed looking at books and engaged in role play. We saw children freely accessing the resources which kept them lively, interested, happy and engaged.

The child minder is very effective at ensuring that children have quality resources toys and equipment to use.

## **4. Leadership and Management**

### **Summary**

Leadership and management of the service is very good. The child minder is clear about her roles and responsibilities. Information is shared openly with parents. The child minder is committed to the on-going improvement of her service and has attended training to enhance her knowledge and skills.

### **Our findings**

#### **4.1 How effective is leadership?**

Parents can be confident the provision is well run.

We saw that a comprehensive Statement of Purpose was in place that provided an accurate picture of what the service offered. However, the date of when it had last been reviewed had not been added. The child minder ensured that her service complies with the National Minimum Standards for Regulated Child Care. Policies and procedures are kept orderly. The child minder confirmed that she had reviewed and/or updated some policies and procedures. However, some did not of the date of when they had last been reviewed. Prior to the report being written the child minder confirmed that the date that her Statement of Purpose and policies and procedures had last been reviewed had been added. Certificates show that the child minder had attended various child care related training courses including, Child Protection and Paediatric First Aid training. The child minder was registered with the Food Standards Agency. The child minder had enrolled with the Information Commissioners Office and also had a clear understanding of GDPR which is shared with parents. The child minder is not able to provide an "Active Offer" of the Welsh language, although we saw resources and toys that promoted the Welsh language. The child minder also used incidental Welsh words and sang Welsh songs with the minded children.

Leadership of the service is very good, and the child minder is well organised and provides a quality service.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder values self-evaluation and uses various methods to gather feedback and information.

A quality of care report had been produced in 2018, drawing on the views of children and parents. In general questionnaires are issued to parents. Those returned gave very constructive and positive feedback stating that the child minder was excellent. Children's express their views verbally as well as being given a questionnaire to complete.

There are good systems in place to ensure that the service is subject to on-going self-evaluation and improvement.

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

The child minder has established routines and policies to help her manage her business.

We saw that policies and procedures were well organised and contained the required information. A register showed that the child to adult ratio met the national minimum standards. The child minder and a member of her household over the age of 16 years had a current and valid Disclosure and Barring Scheme check. There are contingency plans in place to deal with emergencies.

Management and leadership are generally effective.

#### **4.4 How effective are partnerships?**

Needs and preferences of children are identified by the child minder and parents know how these will be met.

The child minder works very well and in partnership with parents through good communication. She actively informs them about their progress and well-being with daily feedback. The child minder obtained detailed information about each child's needs and preferences by agreeing contracts with parents and completing child record forms. Children's likes, or dislikes are recorded. The child minder involves parents at every opportunity in making decisions about their child and builds very loyal partnerships with them.

Partnerships with parents are very good, very accommodating and flexible so as to meet the needs of individual children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Add the review date to the statement of purpose and any reviewed policies and procedures;
- risk assess the perimeter fencing in the back garden and
- view the 'Best Practice Guidance Food & Nutrition for Childcare settings.

## **6. How we undertook this inspection**

This was a full inspection undertaken by one inspector. We telephoned the child minder shortly before our visit, to ensure she was available. We spent approximately four hours with the child minder. We;

- reviewed information held by CIW
- observed the child minder and her interactions with children;
- reviewed some policies and procedures;
- examined a range of documentation, records, and children's files and
- undertook a visual inspection of the rooms used for child minding purpose and the outdoor garden area.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

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| Type of care provided  | Child Minder   |
| Registered Person  | Julia Bevan  |
| Registered maximum number of places  | 6  |
| Age range of children  | The child minder currently cares for children aged between 0-8 years   |
| Opening hours  | 7:30am – 5:30pm Monday to Friday   |
| Operating Language of the service  | English  |
| Date of previous Care Inspectorate Wales inspection                            | 08/09/2016   |
| Dates of this inspection visit   | 25/03/2019   |
| 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?                     | The child minder does not provide the 'Active Offer' in relation to the Welsh language. We recommended that the service user considers the Welsh Government's "More Than Just Words" strategic guidance for Welsh Language in Social Care. |
| Additional Information:  |  |