



Childcare Inspection Report on

Susan Darch

Cardiff



Date Inspection Completed

23/05/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

The child minder is registered with Care Inspectorate Wales (CIW) to care for six children from birth to 12 years old. She operates from her home in Thornhill, Cardiff which she shares with her husband and son. Her hours of opening are 7:45am-5:30pm Monday to Friday; she does not currently work during school holidays but is flexible according to needs and demand. This is an English language service where incidental Welsh is used occasionally.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children experience an excellent standard of care. Children are very happy and their needs are at the centre of the service. They are confident to explore, express their feelings and ask for help. The child minder provides activities that are engaging for children and behaviour is positively managed. Children benefit from a safe, well organised environment that encourages them to make independent choices. Leadership and management of the service is good and the child minder's vast experience and motivation to continually improve her service is clear.

2. Improvements

In line with recommendations made at the last inspection, the child minder has reviewed her child protection policy, expanded details in fire drill records and completed work on a garden fence. The child minder has also developed her quality of care review report, although this could be further improved by including an action plan.

3. Requirements and recommendations

We did not identify any areas of non-compliance during this inspection. We made two recommendations which are detailed in section 5.2 at the end of this report.

1. Well-being

Excellent

Summary

Children experience a high quality, nurturing service which gives them a solid foundation for their learning and development. There is a relaxed and happy atmosphere within the home and children are able to express their views and opinions freely whilst learning and having fun.

Our findings

Children are confident to speak up and make their wishes known. They freely choose play activities and ask for resources they would like. Their preferences, needs and feelings are well understood by the child minder and children make appropriate choices because they are aware of the options available to them. We saw children approaching the child minder confidently for assistance and their wishes were valued. For example, when setting off for the school run, a young child said they would like to walk instead of going in the pushchair. The child minder immediately agreed and fetched the reins to keep the child safe on foot. Children receive consistent, nurturing care and therefore feel very safe, happy and valued. They were familiar with the routine of the day, which was arranged to meet their needs. We saw children going to the child minder for comfort and reassurance and strong bonds were evident. Some children attend the service with their siblings, which also gives them security. Children have also formed friendships with other children and have a strong sense of belonging.

Children interact and co-operate well with their peers and adults, and younger children are learning to express their needs. We heard children regularly saying please and thank you and they were consistently praised for positive behaviour or being kind to their friends. Children waited patiently for their lunch and were pleased with the praise they received for taking turns and being helpful. We observed children role playing 'café's', offering everyone a choice from their 'menu'. Children interact appropriately and have very positive relationships with the child minder and one another.

Children are active, curious learners and have access to plenty of activities and resources which are appropriate for their age and stage of development. Children played alone with a selection of toys and were very content. Equally, we saw them happily playing and interacting with the child minder. When we arrived, the childminder was arriving back from a school run with children in a double buggy. The children were both cuddling dolls and told us that they had taken their 'babies' for a walk to school. Younger children benefit from regular visits to toddler groups or play areas to help them learn to socialise, take turns and share with children of a similar age.

Children are developing their confidence and independence. They are encouraged to do things for themselves, they take pride in doing so and are given time to carry out their chosen activities and discover how things work. We watched a child try to put on and take off their shoes and they also attempted to tidy toys away when they had finished playing.

Children undertake a variety of different play activities designed to develop different skills; they are able to extend their play because the child minder is always on hand to provide assistance.

2. Care and Development

Good

Summary

The child minder has a good understanding of the developmental needs of children in her care. Interactions are managed well and there are effective strategies in place to promote positive behaviour and keep children safe. The child minder offers a variety of opportunities which support the children to develop a range of skills.

Our findings

There are good systems in place to promote the health and safety of children. The child minder understands her responsibility to safeguard children, to monitor any concerns and refer to the appropriate authority if necessary. She has completed child protection training. She has also booked to attend training regarding the Prevent duty in September, (Prevent is a government strategy to protect children from extremism and radicalisation) and has a policy in place for this. Accidents and incidents are recorded appropriately. The child minder has a current first aid certificate and has updated her food hygiene training. Children were often reminded to wash hands after using the bathroom and prior to meals. Many outdoor and physical play activities are undertaken with children, offering plenty of opportunities to develop gross motor skills and be active.

The child minder has a positive behaviour policy and is consistent in her approach in managing behaviour. Children are consistently appropriately praised. For example, the child minder asked a child to fetch something for her from another room and then said “You’re so helpful, thank you. That was a big help for Sue”. Interactions are caring and nurturing and we saw children going to the child minder for hugs. The child minder spoke kindly and reassuringly to children, engaging at each child’s level of understanding. The child minder is a very good role model, speaking politely, kindly and encouraging positive interactions.

The child minder tends to follow events on the calendar, and meets children’s individual interests and needs well. We saw evidence of a wide variety of activities undertaken which offer learning opportunities. For example, visits to places of interest, crafts, toddler groups, parks and various celebrations. Foundation phase ‘flower charts’ are used to track develop and the child minder has recently started portfolios of memories for each pre-school child. Daily diaries for young children are also used. The child minder described how she communicates with parents throughout the day by text/social media messages, which parents confirmed. We heard occasional incidental Welsh during the inspection.

3. Environment

Good

Summary

The child minder's home is safe, clean and well-decorated. Children have use of the lounge, kitchen/diner, conservatory, toy room and a separate lounge. Children also benefit from having use of a large, well-maintained garden. Both indoors and outdoors is well resourced. Good attention is given to safety and security; the child minder ensures that children are well supervised at all times.

Our findings

The child minder is committed to providing a secure environment and she is fully aware of her responsibility in relation to the safety and welfare of children. The premises is safe; the front door was kept locked throughout the visit, registers for children's attendance including times of arrival and departure were kept, as well as a record of visitors. We found that her home was well-maintained and all resources were in good working order. Appropriate insurance for the home and car was in place and an annual gas safety check had been undertaken as required. Fire evacuation drills are completed every month and suitably documented. The child minder completes a basic monthly risk assessment and a daily visual risk assessment, taking any action as required.

The child minder's home is child friendly, warm and welcoming. The large garden is easily accessible through the conservatory and the outside shed is filled with resources for children to play with, such as ride on toys, tents, tunnels and equipment for an obstacle course. The child minder has suitable chairs to allow children to eat meals together. There were also highchairs and a small table and chairs available for younger children. The home benefits from good natural light and the storage for resources is at a suitable height for most children to access independently. Resources and toys are well organised and storage boxes are labelled bilingually. The downstairs bathroom is clean and fresh and children have use of a stool to reach the sink and a toilet training seat if required. Paper towels are used to reduce the risk of cross contamination.

Children of varying ages have access to a wide range of good quality, developmentally appropriate play and learning resources, both indoors and outdoors. Indoors, we saw children enjoy playing with age appropriate toys which promote their all-round development, including sensory toys, train tracks, pushchairs and books. The child minder told us that she regularly cleans the toys and immediately discards anything that is broken at once. Activities provide suitable opportunities to develop children's skills whilst maintaining a homely environment.

4. Leadership and Management

Good

Summary

The child minder manages her service well. She is motivated, competent and open to new developments as a means of promoting positive outcomes to children and their families. Partnerships with parents are strong.

Our findings

The child minder's vision for the service is shared in her statement of purpose. We found that it contained the required information but it needed updating slightly. A variety of relevant policies and procedures for the service are in place. We saw that parents are provided with information prior to their children starting, to enable them to make an informed choice about using the service. The child minder has a good understanding of current best practice relevant to the children in her care. We looked at a sample of records including children's contracts, which contained good quality information. Discussions with the child minder showed that she uses CIW website and her umbrella support group if she has any queries and to keep up to date with changes.

The child minder is reflective; she seeks feedback on her own practice and understands the importance of effective evaluation and planning for improvement. She consistently completes an annual review of her service; we discussed including a clear action plan to further improve what she already has in place. We saw numerous 'thank you' cards from parents which included comments such as "You have been so unbelievably kind and supportive, you are central to our family's well-being!" and "Thank you for looking after [our child] and providing him with a range of opportunities for him to build on his social skills". A complaints policy is in place, although no complaints have been received.

The service is managed successfully. The child minder maintains orderly records of her qualifications, training and DBS certificates for herself and family members over the age of 16. The child minder prepares the environment in advance of children arriving so that she is ready to engage with them straight away. Documentation and records gathered at the time children are registered help her to plan her service well. The child minder does not employ an assistant. She told us that she has an emergency back-up plan in place with another child minder in case of an emergency or unforeseen situation. The child minder also has a good network of support with other local child minders; they meet regularly for children to play and they share good practice between them. The child minder manages her time well and plans around the children's needs.

Partnerships with parents are mutually respectful and effective. Parents are provided with relevant information needed to make informed choices about the care of their children. The child minder works well with parents to tailor settling in arrangements to children's and parents needs and speaks with them daily to ensure their needs continue to be met. Parents we spoke with gave positive feedback such as, "Sue is so intuitive about what each child needs as an individual" and that the child minder has been pivotal to their child

developing good social skills. Parents also confirmed that the child minder gives them plenty of reassurance about their children's welfare so that they are completely reassured.

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 statement of purpose is updated and that a clear action plan is added to the next quality of care review.

6. How we undertook this inspection

This was a full inspection, undertaken as part of our normal schedule of inspections:

- One inspector completed one visit to the service; the inspection was unannounced, although the child minder's availability had been established in advance. In total we spent approximately four hours at the service;
- we observed the children's play and daily routines and accompanied the child minder on a school run;
- we observed children's engagement and interactions with their peers and the child minder;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to children throughout the day and two parents;
- we looked at a range of records including children's contracts, the statement of purpose, several policies and procedures, accidents/incidents records, the child minder's diary and
- we provided feedback to the child minder

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

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Susan Darch
Registered maximum number of places	Six
Age range of children	0-12 years
Opening hours	7:45am - 5:30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	28 July 2015
Dates of this inspection visit	23 May 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?	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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care.'</i>
Additional Information: None.	

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