



Childcare Inspection Report on

Lucinda Cadwallader

Pontypridd



Date Inspection Completed

12/09/2019

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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

Lucinda Cadwallader registered as a child minder with Care Inspectorate Wales (CIW) in July 2015. Her registration enables her to provide care for six children on her own. She works with two other registered child minders and two assistants to provide care from her home near Pontypridd. When working together, they are able to care for a maximum of 12 children. The service operates from Monday to Friday between the hours of 7.30am to 6pm. The child minder does not offer the Active Offer in terms of the Welsh language offer; however, incidental Welsh is used in the service.

Summary

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

1. Overall assessment

Children are very confident at this service. They interact in an age appropriate way and make their wishes known. The child minder is caring and supportive. She has developed good bonds with the children. The premises are welcoming, generally well-resourced and a safe place for children. The child minder needs to make some improvements in relation to leadership and management.

2. Improvements

The child minder has implemented some of the recommendations from the last inspection. She now keeps full information, as well as a DBS check, on all volunteers who may be present at the service. Radiator thermostats and blind cords are now included on a daily safety checklist. Radiators also now have wooden guards on them. The sink and bath panel in the bathroom have been replaced or made safe. The child minder provides individual paper towels for the children. Some adult size domestic furniture is now in use in the rooms used by the children.

Additionally, the premises now has a covered section outside the back door that provides an all-weather outdoor play area. This are also additional toilet facilities available in this outdoor area.

3. Requirements and recommendations

We have advised the child minder that improvements are needed in relation to records (regulation 30 (1) (a)) regarding the children's hours of attendance and the names of the persons who looked after them, and in relation to events that need to be notified (regulation 31 (1) (2)) regarding assistants leaving their employment, changes in the number of rooms used and their functions in order to fully meet the legal requirements.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the child minder to take action to rectify this and it will be followed up at the next inspection.

We made recommendations to the child minder in relation to care and development and leadership and management.

1. Well-being

Good

Summary

Children have a strong voice at this service. They are confident, happy and well settled. Children's interactions with each other are appropriate for their ages. They enjoy their time at the service and develop and learn well from the activities available.

Our findings

Children are confident to speak and communicate as their wishes and needs are considered and they receive a meaningful response. During our visit, children made their wishes known in a variety of verbal and non-verbal ways. For example using early language, gestures or body language, which showed they were confident their attempts would be valued and receive a response. They therefore have strong voice. Children choose what they would like to play with from the range of resources and activities available. For example, a child chose to have a story with an adult while others played independently with cars. Some children chose to stay at the table after snack and were able to ask for things they wanted while others chose to leave the table to follow other interests.

All the children are very well settled. They have formed positive attachments with the child minder, each other and the other child minders working in the service. Children were clearly relaxed and comfortable at the service and enjoyed their play. They benefit from affectionate care from a consistent team of child minders and assistants.

Children behave very well. They interact with each other in an age appropriate way. During our visit, children mostly played alongside each other. They responded well to occasional prompts from the child minder and her colleagues to share or be careful of others, which shows they are beginning to learn to manage their own behaviour.

All children concentrate well, sustaining interest in things they have chosen to do for extended periods. For example, playing with playdough or listening to a story. Children show a real sense of enjoyment in their play. They were particularly excited when playing with bubbles and there were some very enthusiastic dancers during a music session.

Children are able to move freely between playrooms. They were happy and engaged in their chosen play activities. They can access some resources independently although in the main these are things put out for them by the child minders. Children are able to follow their own interests within what is on offer and benefit from also being able to take part in more structured adult led activities such as singing and phonics sessions. On occasions, the resources available for some activities can limit both children's choices and their learning outcomes. Overall, however children are developing well as the routines, resources, activities and interactions available to them enable them to learn and become independent

2. Care and Development

Good

Summary

The child minder keeps children safe and healthy through close supervision of them. The child minder provides care on her own alongside another two child minders. The child minder listens to and respects the children's wishes and manages children's interactions sensitively and well. The child minder promotes children's play and learning suitably through planning appropriate activities and plans effective activities.

Our findings

The child minder has a range of mostly suitable policies and procedures in place to keep children safe. She has developed and reviewed the policies on behalf of all three child minders working together although they do not always fully reflect current working practices. There is a child protection policy in place that references the Prevent Duty and the child minder has a good working knowledge of what would give her cause for concern about a child. The policy does not have clear procedures for the individual child minders to follow should there be a need for a referral to child protection agencies. Children have home cooked healthy snacks and meals; however, on the day of inspection the child minder did not prepare food, as this was done by one of her colleagues. Suitable nappy changing procedures are in place and the child minder followed hygienic procedures. Systems are in place for recording accidents, incidents and the administration of medication. Fire drills are carried out regularly.

The child minder manages behaviour positively in line with the behaviour management policy. She is calm and patient and acts as a good role model. Consequently, the children behave well and benefit from a consistent approach.

The child minder has good bonds with the children and is very aware of their individual needs. She has implemented a key worker system, tracks children's progress and keeps development records. The child minder plans effective activities. However, there are occasions where the child minder does not fully extend the children's learning and their thinking. She supported the children during meal times although there was not enough space for her to sit at the table with them and there were generally some missed opportunities to enable children to develop independence skills during meal times.

3. Environment

Adequate

Summary

The child minder provides care in her own home. The environment is secure, clean and well maintained which provides a safe and comfortable place for children. Children have access to a range of resources and equipment suitable for their ages.

Our findings

The premises are safe and secure. The child minder keeps the front door locked at all times although keys are easily accessible should she need them. The back garden is securely fenced and gated. The child minder records visitors to the premises, however this is not always consistent and on the day of inspection, we were not asked to sign in although on our second visit we were. There are safety gates and radiator guards in place. There are appropriate methods in place to clean food tables and nappy changing equipment. A fire blanket and first aid kit is available. There are basic risk assessments in place for most areas of the house; however, there was no risk assessment in place for the kitchen. Since the inspection, the child minder has developed a risk assessment for this area. We noted that blind cords were left loose at the windows of the bathroom and upstairs lounge. The pull light cord in the bathroom was also quite low. These cords were tied up following the inspection.

Children have an opportunity to play in different rooms. The child minder has arranged play spaces to meet the needs of children and uses two dedicated playrooms downstairs and two dedicated playrooms upstairs. She uses the kitchen for eating and craft activities. There is a bathroom on the first floor. There are suitable places for children to sleep and rest. All the rooms used are welcoming spaces for play and learning and are clean and well maintained. There is a suitable range of resources available for the ages and needs of the children. However, the child minder and her colleagues mainly put out the resources on behalf of the children, which can limit children's independence in choosing what they play with. Not all storage boxes are clearly labelled which also makes it difficult for children to choose some resources independently.

Furniture, toys, equipment and materials are clean and well maintained. A few promote cultural awareness and equal opportunities. The back garden provides a good range of outdoor play and learning opportunities and children have access to an open area of parkland behind the property. The top terrace immediately outside the kitchen is a partially covered area that has for example, sand and water play facilities and an area for imaginative play. There is also an additional toilet in this area.

4. Leadership and Management

Adequate

Summary

In the main, the child minder has effective procedures in place to manage her service. She works alongside another two child minders and two assistants. The child minder strives to work within the regulations and National Minimum Standards although there are some matters that needed addressing in relation to the organisation of how the child minders works together. As there are three child minders working from the same address, there are very good contingency plans in place to cover absences. The child minder has developed positive relationships with parents.

Our findings

The child minder has a statement of purpose in place. However, it does not accurately reflect each individual registration. This was amended during the inspection process.

Ms Cadwallader is the main person responsible for paperwork, such as the policies and records. However, these do not always reflect the individual registrations. The attendance record showed what days the children were present, but generally did not include the times the children and staff were present and did not indicate which child minder or assistant had responsibility for the children at any given time. Since the inspection, the child minder has informed us that there is a new process in place.

The child minder has reviewed her service and the quality of care report was completed in January 2019. However, it is not a reflective account of all themes or of the service she offers as an individual child minder working with another two child minders. The child minder held regular meetings with the other child minders and assistants and also held supervision and appraisal meetings with the assistants.

The child minder had not notified CIW of amendments made to the house such as using more areas upstairs and creating a new office space and she had not formally informed CIW of some assistants that were no longer working at the service. During the inspection, the child minder formally informed CIW of assistants that had left.

Contracts are in place for all children. However, children are not contracted to named child minders as the contract is with the administrative company; the child minder has confirmed that she has amended the contracts since the inspection. Contracts had been signed by parents and child minders and consents had been obtained for the taking of photographs, providing first aid and activities. During the inspection, we received updated documents which included emergency medical consents and doctor's details. Public liability insurance was in place and valid. The child minder had car insurance that covered business use and a relevant MOT certificate for the car.

The child minder had fostered positive partnerships with parents, Flying Start, the local child minding network and the local community.

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 should:

- ensure the quality of care report is more reflective of her individual registration;
- develop the environment so that children can better access resources and equipment independently;
- ensure details of visitors to the service are recorded consistently;
- ensure policies and procedures accurately reflect current practice and individual registration;
- further develop the children's language to support thinking and independent learning and
- develop a range of resources available during adult led sessions to further enhance and extend children's independent learning.

6. How we undertook this inspection

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

Two inspectors visited the service on 12 September 2019 for approximately eight hours.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, the child minder and other child minders working from the same address;
- read a completed CIW questionnaire from a parent and three from staff and provided feedback on 23 September 2019.

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	Lucinda Cadwallader
Registered maximum number of places	6
Age range of children	0-12 years old
Opening hours	7.30am-6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	7 January 2016
Dates of this inspection visit(s)	12 September 2019
Is this a Flying Start service?	Yes
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:	

Date Published 09/12/2019

