



Childcare Inspection Report on

Pauline Boulton

Pontypridd



Date Inspection Completed

15/11/2019

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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 operates her service from the large detached family home in Efail Isaf, Pontypridd. When working alone or with an assistant she is registered to care for nine children under the age of 12 years. The service operates Monday to Friday from 7.30 - 18.00 hours. She operates a Flying Start service and is part of the Rhondda Cynon Taff Network Child Minding scheme. This is an English speaking service with incidental Welsh incorporated throughout the day.

Summary

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

1. Overall assessment

We found that children really enjoy their time and are very settled and happy to attend. Children have a very strong voice and are confident to explore, express their feelings and ask for help. They have strong bonds with the child minder, her family and the child minding assistant. The child minder is experienced well-qualified and committed to ongoing training to keep her knowledge updated. She knows the children and their families very well and offers excellent care. There is a large playroom which provides space for a very wide variety of interesting activities with areas for relaxation. The areas are safe and welcoming. There are excellent toys and resources. The child minder operates a well-organised and established business. She has developed good partnerships with parents and the local authority through her role as a network and flying start child minder.

2. Improvements

The child minder has undertaken ongoing improvements to her service such as providing some 'real' toys and equipment to sustain children's interest in activities through the curiosity approach. She has attended training in playwork and other events relevant to her child minding role. She has registered her service with the Information Commissioner's Office and carried out a review following the implementation of the General Data Protection Regulations. During this inspection process, the child minder made some minor changes to policies and procedures and improved safety by ensuring children cannot jam their fingers in the door to the outside play area.

3. Requirements and recommendations

There were no areas of non compliance identified or recommendations made following the inspection.

1. Well-being **EXCELLENT**

Summary

Children direct their own play and learning and are confident communicators to voice their needs and opinions. They are very settled and relaxed in the care of the child minder and assistant. Children have formed close friendships and interact positively with one another. They are developing very good all round skills, in line with their age and stage of development.

Our findings

Children express themselves very well and are free to make many choices and decisions during their time at the service. They choose what they would like to do and equipment they want to use from the very wide range of resources accessible to them. They confidently approach the child minder and assistant for general conversations and to ask for help. For example, we saw them asking the child minder for extra resources and engaged her in their play such as making them dinner. They expressed their wishes when they chose to stay inside to play when others went outside and if they didn't want to engage in holding a sparkler.

Children are very happy and relaxed in the care of the child minder and her assistant. They have very good levels of resilience to settle quickly, coping well with separation from their main carers. They have developed very positive relationships with the child minder's family, engaging with them in a relaxed and comfortable manner. We saw numerous instances when children confidently approached their carers for cuddles, support or to play. For example, a child took a book to the assistant and they sat with them to read it. They responded positively to direction and happily followed routines which they were clearly familiar with, such as tidying up and washing hands. We saw children smiling and pointing to photographs in albums of their activities, engaging the child minder who discussed their friends in the photos. Children interact and play very well together in line with their age and stage of development. Some of the children have not been attending for long, others for a longer period. They have begun to form very positive relationships with one another. An older child readily engaged with younger children when they set up a shop. Younger children readily went to 'buy' items. We saw all children smiled and played happily in a group or independently. We saw children develop patience when taking turns to hold a sparkler. They happily waited until it was their turn, watching other children. Younger children are learning how to comply with socially acceptable boundaries set by the child minder. As such, we saw them enjoying one another's company and playing co-operatively together.

Children enjoy their play and learning very much, engaging in activities in line with their age and stage of development. For example, one child really enjoy spending time looking at autumn materials while another spent time 'cooking' in the kitchen area. They were free to explore their environment safely, alternating between playing in the living room and garden.

One child told us they enjoy attending and talked about what they like to do, including crafts. We saw the children smiling and giggling as they accessed a variety of activities, which enriched their learning through play. For example, we saw them drawing pictures, using scissors and building blocks, developing their fine motor skills.

Children are developing very good self-help skills and levels of independence, in line with their age and stage for development. We saw children access the toilet independently, feed themselves meals and snacks, access equipment, put their own shoes on and follow directions, such as to tidy toys away. They are confident to find their own resources, and motivated to follow their own interests. They have good social skills which are promoted effectively through their interactions

2. Care and Development

EXCELLENT

Summary

The child minder fully understands her responsibility for keeping children safe and has robust procedures in place. She employs an assistant to help her provide a flexible service for parents. She has established clear boundaries within the setting and sets high expectations for behaviour, to effectively guide children's interactions. The child minder plans a very good variety of play and learning opportunities to meet all children's individual needs.

Our findings

The child minder is experienced and has attended extensive training to support her to be effective in her role. She has very good policies and care practice measures in place, to effectively safeguard and promote the welfare of all children in her care. Discussion with the child minder and assistant evidenced that safeguarding has a high priority and both have current certificates in safeguarding. A detailed safeguarding policy is in place which includes the Prevent Duty, which is regarding a government strategy to help protect children from extremism. Following recent safeguarding training, the child minder has further updated this policy. They also have current paediatric first aid training. The child minder has attended some courses to learn the Welsh language and we heard some incidental Welsh used with the children. Fire drills are practised regularly and good records are kept of accidents, incidents and medication. The child minder promotes healthy lifestyles, providing the children with fresh drinking water and healthy fruit snacks. Physical activity is encouraged, as the child minder takes the children on frequent trips out, such as to soft play centres and the local parks, as well as playing on equipment in the outside play area. The child minder takes effective steps to ensure children are safe on outings. For example, she has very robust procedures to ensure children use the appropriate car seats.

The child minder is skilled at managing interactions and implementing realistic boundaries. She includes children in discussions about the house rules, so that they are fully understood. They are clearly documented in her behaviour management policy and the assistant was clear regarding the policy also. We observed both carers taking a positive, calm and direct approach with the children, so that they understood what was expected of them. For example, they reminded the children to wait to ask questions without interrupting others, asked them to tidy away toys to make space for more, share toys and explained the dangers of climbing. We also saw the child minder and assistant giving the children lots of positive feedback, praise and encouragement for their efforts, promoting their self-esteem.

The child minder promotes children's play and learning very well. She has completed a large number of training courses to support her such as Foundation Phase Principles, risks

in play and supporting speech and language. There is a system in place to gather information about the children's needs before they start and also to monitor their development whilst at the service. The child minder has arranged to attend further training in carrying out observations and assessments for children to further strengthen this area of practice. Activity planning is comprehensive but flexible to meet the needs of the children attending. Numerous photographs show children enjoying a very large range of activities covering all areas of learning. The child minder provides many opportunities for children to develop skills for independence such as putting on their wellingtons. Opportunities are provided for children to work things out for themselves and solve problems through for example, matching activities. Resources are used to encourage children to think about what might happen next, why and when.

3. Environment EXCELLENT

Summary

The child minder's home is very well maintained with all safety aspects carefully considered, to provide a safe and suitable space for operating a child minding service. The home is adapted to provide excellent facilities for children to play and relax. There are excellent resources providing children with plenty of variety to meet their individual needs and interests.

Our findings

The child minder effectively ensures that the premises are safe and secure. Robust written risk assessments are in place. Additionally, there are safety checklists which the child minder uses effectively to ensure hazards are identified on a daily basis. The child minder and assistant are aware of the risks associated with these and appropriate measures are in place to mitigate them. The main door to the house and rear garden are kept locked with the keys close to hand in an emergency. A safety gate is present at the bottom of the stairs and entrance to the playroom to prevent children accessing areas unsupervised. There are thorough systems in place for the safe collection of children from school, which includes the role of the assistant. All the necessary insurances are in place and gas safety checks, electrical testing certificates and car documents are up to date.

The child minder offers a rich, child-centred environment that is friendly and inviting. There is a large playroom where resources are easily accessible for children. The walls are adorned with children's creations, photographs and educational posters, promoting their sense of belonging. Other areas of the house are used by older children after school and for children to sleep. There is a dining area in the kitchen for mealtimes and there is a small table and chairs in the playroom which is generally used for arts and crafts. There is direct access to the enclosed secure outside play area which provides a safe area for children to enjoy a variety of activities such as planting and water play. The layout of the downstairs means children can attend to their personal needs independently and there is a nappy change area.

The child minder provides a wealth of high quality toys and resources that provide excellent play opportunities and challenge for children. She has procedures in place to ensure that children access appropriate equipment and has undertaken training in risk based play. The resources promote their learning and engage their interests very well, such as role play and construction activities. The child minder provides clothing so children can play outdoors in inclement weather. Resources and play areas are very interesting and changed regularly to enhance current themes and topics such as bonfire night and autumn. Toys and resources promote all areas of children's development and the playroom is set up to promote the Foundation Phase principles. A number of resources promote Welsh and other cultures

which help children begin to appreciate diversity and a multicultural society. Equipment such as car seats, booster seats at the dining table and push chairs are age appropriate and well maintained. Additional facilities such as a travel cot are also available if needed.

4. Leadership and Management

GOOD

Summary

The child minder is very professional in her approach and highly organised in providing a quality service for children and parents. She is reflective and has made a number of changes to her service since the last inspection through her robust quality assurance processes. The child minder is motivated and committed to continuous professional development and undertakes extensive training. She has developed very good partnerships with parents and the local authority through the Flying Start and child minding network.

Our findings

The child minder is motivated and driven to provide a highly organised, quality service. A review of all the child minder's records and documentation found they are extremely well organised. Labelled files contain all the necessary information and each child has their own named section in a lockable filing cabinet to maintain confidentiality and easy reference. The operational plan and informative Statement of Purpose provide useful information about the service provided and how the role of the assistant is carried out. The child minder and assistant have good awareness of the detailed and well written policies and procedures and implements them successfully. We looked at a sample of daily records such as accidents and attendance and found them to be completed well.

The child minder has good systems in place to reflect on the quality of her service and is keen to make ongoing improvements. She has high expectations of herself and her child minding business. She is reflective and outlined some of the improvements she has to keep her service up to date and in line with current best practice. She has undertaken a review of the quality of her service on an annual basis and sought the views of all relevant parties such as parents and assistant. She is receptive to advice through the CIW inspection process and is monitored regularly by the local authority because she is a child minder for the Flying Start service. She produces a comprehensive report of her annual review and this includes a list of priorities for improvement.

The child minder is highly motivated and committed to extend her knowledge and skills. In addition to the recommended courses, she has attended a wide range of training to enable her to carry out her role successfully. This includes; Level 3 Diploma in Child Care Learning and Development; Playwork Level 3; food hygiene; communication in the early years; supporting children's speech, language and communication; learning through play; risks in play; behaviour management; and a number of other courses. The child minder has employed an assistant to support her in caring for children and to provide a flexible service for parents. Documentation evidenced that she has recruited and employed the assistant in line with the regulations and provides good support and training opportunities for her to develop her skills further. Discussion with the assistant showed that she had received a robust induction to the role and was clear regarding her responsibilities. Observations showed that both the child minder and assistant operated as a team and worked

seamlessly with the children and doing tasks such as nappy changing, food preparation and the school run.

The child minder has very good relationships with parents, contributing positively to their child's well-being. She works flexibly with them so their children can settle at their own pace. Very comprehensive records of each child's preferences, medical details etc are provided by parents so that their care needs are understood before they start at the service. This ensures the child minder can put appropriate plans in place to provide suitable care. The child minder keep parents well informed about their child's experiences and development through numerous methods of communication such as secure social media, email, texts and newsletters. Regular conversations, photographs and written observations help parents understand how well their child is progressing. The child minder has a good relationship with the local authority through which she provides a Flying Start service and she receives information on upcoming training courses. She has developed some links with the teachers at some of the local nursery schools, which helps her provide continuity of care for children attending preschool provision, and when they move to the next stage of their education.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

5. How we undertook this inspection

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

- We reviewed information held by CIW;
- one inspector completed two visits to the service;
- we considered information contained in three questionnaires returned to CIW by parents;
- observations were carried out to capture evidence of the minded children's engagement and the care provided;
- we undertook a visual inspection of the premises;
- we looked at a range of records including contracts with parents, statement of purpose, several policies and procedures and a quality of care report;
- we provided feedback to the child minder at the end of the inspection visit, and
- we considered information provided to CIW from the child minder during the course of the inspection.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Child Minder
Registered Person	Pauline Boulton
Registered maximum number of places	9
Age range of children	Under 12 years
Opening hours	7.30 – 18.00 hours Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 February 2017
Dates of this inspection visit(s)	5 November and 15 November 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?	<p>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. <i>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i></p> <p>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>'.</p>
Additional Information: An assistant is employed to support the child minder in her role.	

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No noncompliance records found in Open status.