



Childcare Inspection Report on

Nadia Boyles

Swansea



Date Inspection Completed

04/03/2020

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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

Nadia Boyles lives in a 3 bedroomed semi-detached house in Loughor on the outskirts of Swansea. The location of the home is easily accessible for service users and there is plenty of street parking. The service has been registered since 2018 to provide care for a maximum of ten children aged birth to 12 years. The child minder's service operates between 7:00am and 6:00pm, Monday to Friday with an option of weekend care. This is a service that does not provide the Welsh language 'Active Offer'. However, although the main language of the setting is English, incidental Welsh is also spoken.

Summary

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

1. Overall assessment

Children are cared for by a nurturing child minder. Children attending are happy, enthused and enjoy their play experiences. They have a wide variety of appropriate resources and toys, having fun during their play. They have opportunities to take part in free play of their choice, are listened to and valued. They have a strong attachment with the child minder. The child minder adequately meets the children's individual needs. Children benefit from a mainly safe and sufficiently resourced environment. Leadership and management of the service is adequate. Improvements are needed.

2. Improvements

None

3. Requirements and recommendations

We have advised the child minder that improvements are needed in relation to the review of the quality of care (regulation 16); keeping of records (regulation 30); 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:

We have made some recommendations at the end of this report.

1. Well-being

Good

Summary

Children are happy and contented. Children are active and express enjoyment. They have a sense of belonging and are familiar with the routines, therefore, children feel secure and happy. Children are well settled and are comfortable in their surroundings and in the company of the child minder. Children's well-being is supported meaningfully, as they experience a warm and caring relationship with the child minder and have age appropriate choices of activities. Their voice is listened to and interests promoted through play.

Our findings

Children have a voice and are listened to, as their requests and interests are acknowledged. They have opportunities to select toys of their choice, and benefit from participating in a good range of play and learning experiences. For example, a child wholeheartedly engaged in his favourite play with 'Paw Patrol' superhero figures and built a headquarters building out of Lego blocks. The child engaged the child minder in his pretend play enthusiastically. Another child enjoyed playing with toy vehicles that he placed his favourite toy figures in. Children made their requests understood verbally and/or through gestures. For example, a young child alerted the childminder through gestures that 'Peppa pig' had fallen out of his toy bus and was reassured as the child minder helped the child put 'Peppa pig' back into his toy vehicle. Children are very excited during their play. They really enjoyed playing with sand and made sand cupcakes. They extended their play and learning, by counting how many they had made and sang 'happy birthday' to us all beaming with delight at their creations. They also used sign language and gestures as a natural way of learning to talk and making it fun to learn.

Children are well settled and relaxed in the child minder's company. They have developed close, positive emotional attachments, which helped them feel settled, at home, safe and valued. Children enjoyed plenty of warm affection and cuddles. They are positively occupied and are able to explore their environment freely with opportunities for uninterrupted play. Children influenced the activities and tasks they undertook inviting the child minder into their play when they wished to.

Children are developing successfully and gaining independence and self-help skills of which are accomplishing well. Opportunities enable them to 'have a go' For example, followed self-care routines such as hand washing after toileting, fetching out toys and eating their lunch. Some children used the 'potty' and asked the child minder to sing the 'potty' song with them, a song with words that helped them potty train. They laughed with delight as they sang the song together. We saw that the majority of resources were stored at child height encouraging children's decision making and independence.

2. Care and Development

Adequate

Summary

The child minder keeps children adequately safe suitable attention given to promoting health is generally promoted. The child minder manages interactions in a positive way and is committed to ensuring children learn through play opportunities and experiences.

Our findings

The child minder promotes children's health adequately. The child minder has attended a Paediatric First Aid course to enable her to deal with minor accidents. The child minder has a child protection policy and procedure in place. The policy has been updated to include information on the 'Prevent Duty'. However, the child minder has a basic understanding of the safeguarding process to follow if concerned about a child in her care. In the main, each child's needs and preferences are understood by the child minder through verbal exchange of information with the child's parents. Not all parents have a written contract agreed with the child minder. No accident, incident or medication administered have been recorded to date. The child minder also did not record children's arrival and departure times.

Children brought with them a packed lunch. The child minder supplied some snacks and endeavoured to promote healthy options. For example, fresh fruit. Children are provided with water to drink. Adequate hygiene practices are implemented. Children are encouraged to wash their hands after toileting. However, they did not wash their hands after playing with sand and before eating their packed lunch. Cross infection prevention is basic as kitchen work top units are not cleaned after the pet cat had access to them.

Children's daily routine ensures that they have lots of fresh air and exercise through outdoor play and visits to the local parks and going for walks. Children are regularly taken to the library for 'Rhyme Time' and also attend various play groups.

The child minder is a calm role model who interacted well with the children. The child minder has realistic boundaries and through positive responses, children were helped to understand simple rules such as tidying up after using toys, sharing and being polite to each other. She stated that she feels that it is important to use positive reinforcement in everything she does with children so that they learn through kindness, rather than constantly being told no. The child minder respected the children and their wishes. For example, ensuring that children have access to their favourite toys. The care was natural, and child led, ensuring children's emotional well-being was nurtured. The child minder gave praise to the children at every opportunity. For example, for listening, sharing and their good behaviour and manners.

The child minder gives children opportunities to learn through play, by reading books, counting and learning the alphabet, using sign language, dancing and singing to songs. She is responsive and sensitive to their individual needs, with a satisfactory understanding of child development. The child minder generally keeps parents informed about their child's development by exchange of verbal communication.

3. Environment

Adequate

Summary

The child minder provides a child friendly and homely environment using the ground floor for child minding purpose, as there is access to a downstairs cloakroom/toilet. The lawn/decking area in the back garden is also used for children's play. Toys and equipment are suitable for the children's age and stage of development. Children's safety is adequately identified.

Our findings

Overall, the environment is welcoming, friendly and is potentially a rich environment for play and learning. Children's play is promoted in a natural environment, which enables children's engagement. The child minder adequately promotes children's safety both indoors and outdoors. She confirmed that precautions to prevent accidents and identification of any hazards are sustained through general daily observations. A safety gate is in place at the bottom of the stairs prevent access to upstairs. 'Visitors' are recorded. The gas heating and appliances have been checked and approved as safe for use. Adequate public liability insurance is in place.

Children have easy access to toys as the child minder has recognised that the design and layout of the premises is essential for children to gain a sense of purpose and enjoyment. Children accessed the toys in the playroom confidently, choosing from a variety of resources. For example, fancy dress clothes, a selection of toys such as, a farm set with animals, toy kitchen, babies and prams, train set with trains and cars, dolls, Peppa pig toys, musical interments, mega blocks/ Lego, many different shape sorter toys and interactive toys. Quiet times are enabled with time to rest on the sofa in the lounge. There is sufficient space to meet the needs of children, hence they are able to follow their interests. The lawn and decking area are used for outdoor play, which are adequately maintained. Arrangements are made for children to be taken on outings regularly. Regular fire drills are undertaken.

Resources are plentiful, of good quality and suitable for the children. They are clean and in good order and are easily accessible for the children to develop their play. This ensures that children are always busy and happy. The children benefit from outings and visits in the local area, to include the library, play groups, soft play adventure and parks.

4. Leadership and Management

Adequate

Summary

The child minder is adequately organised. She has in place a basic process for assessing the quality of her service. The child minder has good partnerships with parents and maintains up to date policies and procedures. However, the child minder does not always ensure that the service is compliant with the regulations and national minimum standards. Therefore, leadership and management are adequate.

Our findings

The child minder has experience in the childcare sector and is developing her skills in terms of running a childcare service. There is an informative statement of purpose in place. Over and above this she speaks with parents daily. There is an electronic range of policies and procedures kept, which have been reviewed and updated. The child minder did not maintain or complete all the required documentation in respect of each child attending the service. The child minder has collected some basic details from parents of each child's name, date of birth, and parent contact details, with some information regarding medication administered. However, medication administered to children is not documented appropriately and parents do not sign the record to acknowledge the entry. One parent had agreed a contract with the child minder however, other children did not have a written contract.

Family members aged over 16 years and the child minder have a valid disclosure and barring scheme check in place.

The child minder implements a basic system for gathering parents' views in order to review the care she provides. However, self-evaluation and planning for improvement is adequate as a quality of care report has not been written.

Records of vehicles used to transport children in, to include insurance and MOT were not available for inspection. The child minder verbally confirmed that they are in date and that her car insurance carries business use. Following the inspection, the child minder forwarded evidence of a valid MOT and a copy of the insurance documents to CIW. The insurance document showed that business insurance was added immediately after feedback and evidence of a valid MOT to CIW.

The child minder ensures that communication and engagement with parents is open and transparent. They are generally kept informed about their child's day by exchanging information when children are dropped off or collected, and by sending parents text messages, and/or photographs. The child minder said that she feels highly valued by parents and children say they enjoy being with her. Text messages gave complimentary feedback about the child minders care. Basic Welsh is used in general conversations and by singing songs.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None as this is the first inspection since registration

5.2 Recommendations for improvement

During the course of the inspection, we recommended that the child minder:

- Sends a copy of the Quality of Care report for 2019 to CIW;
- familiarises with the Welsh Government best practice guidance Food and Nutrition for Child Care;
- familiarises with the safeguarding policy and practice and be aware how to implement the policy and procedure;
- implements a better and improved risk assessment system;
- ensures that children can play safely outside through protection from hazards;
- implements a better health and a safety system to reduce the risk of cross infection when serving snack;
- ensures any animals on the premises are safe to be in the proximity of children and do not pose a health risk and
- gains written permissions from parents for transport of minded children in your vehicle.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one unannounced visit on 04 February 2020 for a period of approximately three hours. One inspector provided feedback to the child minder on 09 March 2020 for the period of one hour.

During the visit we:

- observed practice and the care provided by the child minder;
- spoke to the child minder and children;
- looked at a range of records including the statement of purpose, policies and procedures, contracts, and accident and incident records.

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	Nadia Boyles
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	7am – 6pm Monday to Friday with optional weekend care
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First Inspection
Dates of this inspection visit(s)	04 March 2020
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 service 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 consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 03/08/2020

No noncompliance records found in Open status.