



# Childcare Inspection Report on

**Tahera Begum**

**Cwmbran**



**Date Inspection Completed**

03/09/2019

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| <b>Ratings</b>   | <b>What the ratings mean</b>  |
|------------------|---|
| <b>Excellent</b> | 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 |
| <b>Good</b>      | 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.   |
| <b>Adequate</b>  | 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.   |
| <b>Poor</b>      | 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 registered with Care Inspectorate Wales (CIW) in 2018. She operates her service from the family home in Cwmbran that she shares with her husband and daughter. She provides full and part time care for up to six children under the age of 12 years. The service is open Monday to Friday from 7.00am until 6.00pm. It is an English speaking service with some incidental Welsh introduced through play. The child minder speaks a number of languages including Urdu and Punjabi.

## Summary

| Theme                                     | Rating   |
|---|----------|
| <a href="#">Well-being</a>                | Good     |
| <a href="#">Care and Development</a>      | Adequate |
| <a href="#">Environment</a>               | Adequate |
| <a href="#">Leadership and Management</a> | Adequate |

### 1. Overall assessment

As a newly established service, the child minder is in the process of developing and expanding her business. Currently she offers care to a small number of children, mostly on an after school basis. Children have good play opportunities. They have a warm relationship with the child minder and enjoy their time at her home. The child minder is respectful, kind and responsive to children's needs, but is still in the early stages of developing planning and records of development. The environment provides sufficient space for the number of children registered to attend; it is clean, tidy and well maintained. However, at the time of our inspection, no fire evacuation drills had been completed as required by regulations. The child minder is developing appropriate systems to facilitate the running of her service. She is keen to improve these systems in order to provide good outcomes for parents and children.

### 2. Improvements

This is the first inspection post registration. Since registration, the child minder has reviewed her policies. She has purchased some new resources such as flash cards to provide children in her care with greater choice.

### 3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to fire evacuation drills Regulation 38 (1) (e) in order to fully meet 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 registered person to take action to rectify this and it will be followed up at the next inspection.

We have made recommendations under the care and development, environment and leadership themes. They are discussed in the body of the report and summarised in section 5.2

# 1. Well-being

**Good**

## **Summary**

Children have developed positive and warm relationships with each other and the child minder. They enjoy the activities available to them and play well together. Children currently attend on a part time basis, but in that time they have become comfortable and settled in the child minder's home.

## **Our findings**

Children are confident and self-assured. They speak up to make their needs known and initiate conversations with each other and the child minder. They respond promptly when asked what they would like to do. They follow their play interests and are comfortable asking for play resources. One child was confident enough to say they were tired and asked to watch television. They received a gentle response to their request, and they settled down to watch an age appropriate TV programme.

We found that children are able to share, co-operate and support each other positively. There were three children present and they all played happily, either together, or alongside one another. A child was kind and supportive towards another child and willingly showed them how to make loom beads, spending some considerable time explaining how to make different designs. The child listened carefully to what they were told and learnt a new skill as a result. Children chatted happily to each other when playing; we heard nice conversations and children spontaneously singing pop songs.

Children are secure and settled in a 'home from home' environment. The day of our inspection was the first day back at the child minders after the school holidays. Children were very happy to see her when she collected them at the end of the school day and a child held her hand on the walk home. They were keen to tell the child minder about their first day at school and chatted excitedly about what they had done. They settled immediately on arrival at the home, and sat down for a snack. Another child arrived shortly afterwards. We noted warm relationships between minded children and the child minder's daughter who kindly asked them about their day at school, and minded children respectfully asked her if she had also had a good day.

Children enjoy the play opportunities in the limited time they spend at the child minders. They know what resources are available and access most resources independently. Two children spent time on a craft activity; another child played with dolls and enjoyed completing a jigsaw with help from the child minder. Children told us that they enjoy the time that they spend at the child minders and have a nice time. They have opportunities to develop their independence, and access resources and use play equipment without assistance from the child minder.

## 2. Care and Development

**Adequate**

### Summary

The child minder is a warm and responsive practitioner and it is important to her that children are comfortable and happy in her home. She is aware of her responsibilities to keep children safe in her care, but improvement is required in relation to fire evacuation drills to ensure that legal requirements are met. The child minder enjoys her new role and looks forward to caring for children of different ages. She is a qualified Teaching Assistant and has experience of assessing children's development, but as a child minder she has still to develop a system to identify and record children's progress.

### Our findings

The child minder has an understanding of children's health and safety needs in most areas, but legal requirements are not being met in relation to fire evacuation drills. This is because the child minder has not practised fire evacuation drills with children so they are unfamiliar with the procedure in the event of a fire. She agreed to address this matter immediately. The child minder has not had to address child protection concerns in the time she has been operating, but is clear about her role in reporting any concerns about children to relevant authorities. There is a suitable child protection policy and written child protection procedures. There are some appropriate systems in place in relation to safeguarding children's health needs, but some adjustment is required in relation to hand washing procedures, as children share a hand towel, which is not best practice in relation to infection control. There is an appropriate medication policy and a system in place to record medication administered, although to date this has not been necessary. The child minder can address minor health issues as she has a current paediatric first aid certificate. Snacks are available for children and the sample snack menu showed an appropriate variety of healthy options. There is information on allergens in food products and the child minder is aware of the importance of recording children's specific dietary requirements.

The child minder has appropriate procedures and systems to manage children's behaviour positively. The behaviour management policy includes appropriate strategies for supporting children's behaviour with an emphasis on positive reinforcement and engagement with children. There are written house rules displayed on the wall in the hallway, such as, no jumping on furniture, looking after toys and using nice manners. Children therefore have clear guidance on expectations placed on them. The child minder is respectful and speaks gently and kindly to children, acting as a positive role model in terms of behaviour, resulting in an informal, relaxed and friendly atmosphere in the home.

The child minder is responsive to the needs of children and provides appropriate support, including good supervision during the school run. She engages and interacts positively with children and this was evident during an activity where she helped a child complete a large jigsaw. As an experienced Teaching Assistant, she is familiar with activity planning and

observing children's development. We saw a sample weekly activity planner that provides some detail on routines and activities. There is no current system to record children's development as children only attend after school but the child minder is keen to explore this area of her practice.



### **3. Environment**

**Adequate**

#### **Summary**

The home is located close to the centre of Cwmbran and a local primary school. It offers a clean and tidy home environment with sufficient space for children to play in comfort. There are current safety checks in place. Children benefit from an appropriate selection of developmentally, age appropriate resources.

#### **Our findings**

The child minder has some appropriate systems in place to ensure that the home is safe for children, but some improvements are required. There is a fire evacuation plan, but as identified in the previous theme fire evacuation drills have not been conducted. There are smoke detectors in situ, one of which is battery operated. Currently, there is no record as to the frequency of these tests and any issues identified. We saw that the outdoor area was secure so children can play in a safe environment. There is a small fire extinguisher located in the hallway, a wall mounted fire blanket in the kitchen and a current gas safety certificate dated 10 January 2019. Hazards are identified and as far as possible minimised, but risk assessments could be extended further in relation to activities, outings and the school run.

The child minder provides a homely and relaxed environment that is suitable for the needs of children in her care. All rooms used for minding purpose are clean and well maintained and provide a suitable space for children to move around freely. There is sufficient natural light in the living room and children have appropriate access to toys and resources stored in the hallway and living room. There is comfortable seating for children to use for relaxation. The kitchen area is tidy and hazardous items are stored out of reach of children. Toilet facilities are located on the first floor of the property and maintained appropriately. The back garden is level with an area for growing vegetables.

As a developing service, the child minder is in the process of extending the range of resources and toys for children. We saw that in the short time she has been operating she has sourced a suitable selection of age appropriate toys and equipment. Many resources are stored in Perspex boxes so they are visible to children. We saw craft materials, jigsaws, flash cards, an assortment of small animals and soft toys. As the child minder currently cares for school-aged children between the ages of six and nine, the resources available reflect this.

## 4. Leadership and Management

**Adequate**

### Summary

The child minder is making progress in developing her service to improve outcomes for families. She is receptive to guidance given and keen to move her service forward. She has appropriate record keeping systems in place and understands that she is required to review and monitor her service within one year of operation.

### Our findings

The child minder manages her service effectively. Records and contracts contain all necessary information. There is a system to record accidents and incidents, but to date the child minder has not been required to complete any. The statement of purpose provides parents with some detailed information on her service so they can make an informed decision about its suitability for their child, but information on the terms and conditions and the statement on reviewing and notifying CIW of any changes could be clearer. The child minder has been diligent in updating policies, but there is no complaints policy for children over eight so they know how to raise a complaint if they so wish.

The child minder registered with CIW in 2018. She is required to review her service within one year of operation. To date she has reviewed her policies, but she is still considering how to gather evidence as part of the quality assurance process. She understands that she will need to consult with parents and children, and use the feedback she receives to assess the progress she is making. The child minder understands that any report produced at the end of this process should be made available to CIW.

The child minder manages her service efficiently. There are current Disclosure and Barring Service (DBS) checks for all persons over the age of 16 who live on the premises. She has up-to-date training in core areas such as first aid, safeguarding and food safety and completed an Autism awareness course in July of this year to develop her knowledge. She has appropriate systems in place for managing holiday periods. Parents receive at least four weeks' notice of any planned holidays, and where possible considerable longer than this. This means that parents have a good length of time to make alternative child care arrangements. The child minder does not have an assistant, but another local child minder is available should an emergency arise.

The child minder is developing partnerships with parents. She communicates with them when they drop off and collect their children and keeps them updated via texts and telephone calls. We spoke to an extended family member for one child and they were very happy with the service provided. We have received one parent questionnaire and the parent strongly agrees that the service is run well in all areas. The child minder confirmed that she has not received any complaints about her service.

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

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

None

### **5.2 Recommendations for improvement**

- Develop the statement of purpose to provide more detailed information on terms and conditions and how the document will be kept under review;
- develop a complaints policy for children over eight years of age so they know how they can raise a complaint or concern;
- extend risk assessments in relation to activities and school runs and record smoke detector tests;
- review hand washing procedures to ensure best practice in relation to infection control;
- ensure that the service is reviewed within one year of operation, consult with parents and children as part of this process and produce a review of quality of care report and
- extend activity planning records and consider how children's development can be recorded and their next steps identified.

## 6. How we undertook this inspection

This was a full, unannounced post registration inspection carried out as part of our normal schedule of inspections. One inspector visited the service for approximately five hours. As part of the inspection process we:

- Spoke to the child minder, three minded children, the child minder's daughter and an extended family member for one minded child;
- observed care practice and interactions between the child minder and children including observation of the school run;
- examined service documents including the policy file, contracts and safety records;
- undertook an inspection of rooms used for minding purposes and
- considered information maintained by CIW on the service including one parent questionnaire.
- We fed back our findings to the provider at the end of the inspection process.

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

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

## 7. About the service

|  |  |
|--|--|
| Type of care provided  | Child Minder   |
| Registered Person  | Tahera Begum   |
| Registered maximum number of places  | 6  |
| Age range of children  | 6 to 9 years of age  |
| Opening hours  | 7.00am to 6.00pm   |
| Operating Language of the service  | English.   |
| Date of previous Care Inspectorate Wales inspection                            | First inspection post registration   |
| Dates of this inspection visit   | 03 September 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. We recommend that the service provider considers Welsh Government's <i>'More Than Just Words follow up strategic guidance for Welsh language in social care.'</i> |
| Additional Information: No   |  |

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