



# Childcare Inspection Report on

**Donna Rees**

**Treorchy**



**Date Inspection Completed**

05/02/2020

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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

Donna Rees is registered with Care Inspectorate Wales (CIW) to care for up to six children under the age of 12. She operates her child minding business from her home which is located close to local amenities. She offers full, part time and wrap around care and the service is open Monday to Friday, from 7.00am until 6.30pm. It is an English language service with some incidental Welsh introduced through play.

## Summary

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

### 1. Overall assessment

Outcomes for children are positive in terms of their well-being. They are happy and benefit from a good selection of play and learning opportunities. The child minder engages positively with children and supports their learning effectively. The home is welcoming and the child minder has thoughtfully considered the layout to provide children with stimulating play areas, but greater attention is required to ensure that all safety checks of the premises are carried out promptly. Although the child minder is newly registered, she is an experienced childcare professional and has a wealth of experience, having worked in a nursery for many years. She is making progress in developing her service and record keeping systems.

### 2. Improvements

Since registration, the child minder has purchased additional play resources to give children greater choice and completed further training.

### 3. Requirements and recommendations

We identified one area where the registered person is not meeting legal requirements in relation to regulation 25: Hazards and safety. A notice has not been issued on this occasion, as the registered person addressed this matter following the inspection.

We have made a number of recommendations in relation to the environment, record keeping and documents. These are outlined in the report with a summary in section 5.

## 1. Well-being

**Good**

### Summary

Children are happy and secure in a 'home from home' environment. They enjoy a variety of play and learning opportunities that are age appropriate and interesting. They have good opportunities to learn new skills and develop their independence.

### Our findings

Children are confident communicators and express their wishes and preferences to the child minder, who responds quickly to their requests. They have freedom to follow their play interests and direct their play. Before going for a walk a child requested their cuddly toy and the child minder responded quickly. We noted that children's interests took priority during our inspection, and children's choices took precedence over routines within the home.

Children are very settled, happy and cope well with separation from their parents. New starters have settled quickly and have developed bonds of affection with the child minder. We saw younger children approach the child minder for reassurance and cuddles, whilst older children engaged in informal chats throughout the day. Children told us that they like coming to the child minder's home and enjoy their play.

Children are learning new skills and beginning to share and understand the needs of others in line with their age and stage of development. Younger children sat nicely together at the dining table for lunch and older children played happily alongside each other when playing. When older children were collected from school, younger children were happy to see them and all the children showed respect for resources.

Children enjoy their time at the service and have a good selection of play experiences. They enjoy regular trips out, including walks down to the river. We accompanied the child minder and children on one such walk where a child really enjoyed seeing the ducks, pointing at them and repeating the word 'duck.' Children were equally happy and content when playing in the home. They sat on the floor playing with blocks and a child located a small penguin toy they liked. They placed it in a small boat and then proceeded to pick up foam waves and push the boat down the waves. Children who arrived after school, enjoyed drawing and playing musical instruments and were happy, relaxed and chatty throughout our visit.

Children have good opportunities to develop skills and independence in readiness for formal education. A child showed initiative and was very keen to put on their wellies without assistance from the child minder. With a few suggestions from her, the child managed the task quite well. We saw that younger children were encouraged to eat independently and had access to appropriate cutlery and drinking beakers.

## 2. Care and Development

Good

### Summary

The child minder ensures that children are safe in her care. She is responsive and respectful of children and supports and promotes their play and learning effectively. She is a good role model and supports children's social behaviour in a positive way.

### Our findings

The child minder understand her roles and responsibilities in keeping children safe and healthy. She provides freshly prepared and well-balanced meals and records children's specific dietary requirements. As a result, she has good knowledge of children's individual needs. There are appropriate record keeping systems in relation to accident, incident and medication, although the written procedure for administering medication is part of the accident and incident policy rather than a stand-alone policy. The child minder has current paediatric first aid training and is able to deal with minor health issues that arise. She understands the importance of appropriate infection control procedures. When asked to explain the procedures she follows when nappy changing, was able to do so, but there is no written policy to underpin her practice. Safeguarding policies and procedures are sufficiently detailed and the child minder is aware of her role to report any concerns about children to relevant agencies. Children are supervised effectively when outdoors and we observed safe practice when transporting children on outings and when collecting children from school.

The child minder has a behaviour management policy to support her practice. The policy identifies suitable strategies to support children's social behaviour, such as distraction, positive engagement with children and explaining to children what is appropriate behaviour. Because children were well behaved, the child minder was not required to intervene. She acted as a positive role model at all times and we heard her praise children using phrases such as '*thank you for sharing,*' to promote good behaviour and self-esteem.

Children benefit from a child minder who is kind, responsive to their needs and understands the importance of variety in order to promote children's play and development. Records show that the child minder plans for a broad selection of play activities for children. These included cultural events and celebrations to promote children's understanding of the world. For example, we saw lanterns children had created for Chinese New Year. The child minder records children's development and plans for their next steps. She engages with children in a warm and relaxed manner to support their play and actively encourages their independence. When feeding a young child she gave good eye contact and spoke gently to them. During an outing, she frequently spoke to a child telling them where they were going and the weekly routine includes regular visits to parks and playgroups to widen children's social network.

### **3. Environment**

**Adequate**

#### **Summary**

The home is secure and welcoming, but in order to comply with regulations the child minder must ensure that safety checks are completed promptly. A considerable amount of thought has gone into the design and layout of play areas and the home is well resourced, with a good variety of developmentally, age appropriate toys and equipment.

#### **Our findings**

The child minder does not take all necessary steps to ensure that all parts of the premises are so far as reasonably practicable free from hazards to their safety. This is because there was an out of date gas safety certificate. The child minder has risk assessed most areas of the service but some personal items were visible in the bathroom and the space near the back door was limited due to the amount of items being stored there. The child minder has a fire blanket, but presently it is not wall mounted. Fire evacuation drills are completed and recorded. Safety gates are in situ to prevent children from accessing the upstairs of the property and suitable precautions are in place to prevent children from leaving the home unsupervised.

The child minder has put a great deal of thought, effort and time into making the living room a lovely play area for children. She has considered the layout and design from a child's perspective and areas are set aside for different play activities. The child minder has designed an inviting home corner area for imaginary play, with a Chinese restaurant to coincide with Chinese New Year. Resources are accessible; either at floor level or in storage boxes that are in easy reach of children. This gives children a good degree of independence when selecting items and equipment. Rooms benefit from natural light and are clean. There is a small hallway for the storage of belongings and bathroom facilities are on the ground floor and easily accessible for older children. Externally, there is a small back garden, equipped with a mud kitchen made by the child minder and pots for planting activities.

The child minder has accumulated a wide selection of play and learning resources to support children's development. Older children benefit from a good range of board games and resources for younger children, such as jigsaws and small toys are in plentiful supply and age appropriate. The child minder has purchased a tuff tray and this is currently set up for sensory play. There is a good range of cultural resources including Welsh books and dressing up costumes. The child minder is introducing the Curiosity Approach, which places



emphasis on children learning through engagement with real objects as opposed to toys. Additional resources, such as scraps of material are stored in boxes, and resources are rotated regularly to give children choice.

## **4. Leadership and Management**

**Adequate**

### **Summary**

This is the child minder's first inspection and she is making solid progress in developing her service. She has appropriate record keeping systems, although we have made some recommendations in this area. The child minder understands that she must review her service within one year of operation and she is developing good links with parents.

### **Our findings**

The child minder runs her service appropriately and has systems in place to support her child minding business. The statement of purpose gives parents information about the service, although expanding information on routines, admission and dealing with emergencies would offer parents further clarity. The policy file is organised, and in general, the child minder has a good range of policies to support her service, although there is no admission policy. There is current public liability insurance and contracts with parents are up to date and contain relevant information. The child minder is registered with the Information Commissioner's Office in relation to storage of data and shares policies and information with parents as required. The child minder records information on fire evacuation drills and children's times of arrival and departure in a small diary. As there is limited space in the diary to record such information, an alternative system may be appropriate.

The child minder understands that she is required to monitor and review her service within one year of operation. She intends canvassing the views of children and parents via questionnaires, and realises that at the end of this consultation process she is required to produce a review of quality of care report.

The child minder manages her service effectively. She has a current Disclosure and Barring Service (DBS) check and has up to date safeguarding and food hygiene certificates. As part of setting up her child minding service, she completed a home base qualification in 2018 and she has a level 3 childcare qualification. She notifies parents in advance of any holidays she has planned, enabling them to make alternative childcare arrangements and she has links with a local child minder to support her if an emergency should arise.

The child minder is building good partnerships with parents who use her service and she has good links with the local community having grown up in the area. She updates parents about their child's day on a daily basis, when they collect their child and through text messages and a 'Whatsapp' group. We spoke to one parent who was very positive and complimentary about the child minder's service and the care that she provides.

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

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

None

### **5.2 Recommendations for improvement**

- Secure the fire blanket to the wall;
- de-clutter the bathroom and the area by the back door;
- review record keeping systems with regard to children's attendance and fire evacuation drills;
- develop the statement of purpose to provide parents with more detailed information about the service and
- develop a nappy changing policy, admission policy and consider a stand-alone medication policy.

## 6. How we undertook this inspection

This was a full post registration inspection as part of our normal schedule of inspections. The methodology used to gather evidence for this inspection included:

- One inspector visiting the service for approximately 4 ½ hours;
- speaking to the child minder, minded children and one parent;
- observing care practices and interactions between the child minder and minded children;
- completing a visual inspection of rooms used for minding purposes;
- examining service documents and records including policies, contracts and safety information, and
- considering information held by CIW.

We fed back our findings to the provider at the end of the inspection.

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	Donna Rees
Registered maximum number of places	6
Age range of children	10 months to 9 years
Opening hours	7.00am until 6.30pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Post registration
Dates of this inspection visit	05 February 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?	<p>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></p> <p>The service is situated in a primarily English speaking areas and the provider does not currently intend to offer or promote a Welsh language service.</p>
Additional Information: None	

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