Childcare Inspection Report on

Kelly Still

Carmarthen

Date Inspection Completed

13/01/2020
<table>
<thead>
<tr>
<th>Ratings</th>
<th>What the ratings mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>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</td>
</tr>
<tr>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td>Adequate</td>
<td>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.</td>
</tr>
<tr>
<td>Poor</td>
<td>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</td>
</tr>
</tbody>
</table>
Description of the service

Kelly Still operates her child minding business from her home, which is in close proximity to Carmarthen town centre. The service has been registered since January 2019 to provide care for a maximum of ten children aged birth to 12 years. The child minder’s service operates between 7:00am and 7:00pm, Monday to Friday with weekend care optional. This is a service that does not provide the Welsh language ‘Active Offer’. The main language of the setting is English with the use of incidental Welsh.

Summary

<table>
<thead>
<tr>
<th>Theme</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>Well-being</td>
<td>Excellent</td>
</tr>
<tr>
<td>Care and Development</td>
<td>Excellent</td>
</tr>
<tr>
<td>Environment</td>
<td>Excellent</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

1. Overall assessment

Kelly Still offers a wonderfully warm, child focused and welcoming service where children are happy, confident and fully engaged in an excellent range of age appropriate activities. The child minder knows the children very well, is genuinely interested in the children’s views, opinions and development and tailors their care so that it meets their individual needs. She supports and encourages all children to have a voice and age appropriate choices. Positive and caring relationships are formed. The child minder maintains very high standards of care. The environment is extremely child friendly, stimulating and enables children to reach their full potential. The childminders leadership and management skills are excellent as she has an innovated vision for her service that she shares effectively with parents.

2. Improvements

Since registration the child minder has:

- Purchased toys, resources and equipment;
- introduced parents to twitter, on line communication apps and a website which aids communication systems;
- has familiarised herself with the Welsh Government Best Practice Guidance for Food & Nutrition for Childcare settings and
• attended training relevant to child care.

3. Requirements and recommendations

We made a recommendation and this has been included in the back of the report.
1. Well-being

Excellent

Summary

Children are very happy and exceptionally contented. They experience a warm and caring relationship with the child minder and have an excellent choice of activities. Older children have a voice and speak and express themselves confidently, whereby younger children showed their happiness and feelings through gestures, babbling contentedly and facial expressions. Their opinions and interests are highly valued, acted upon and promoted. Children develop and become independent very well; they learn to interact and to cooperate with each other and the child minder enthusiastically and purposefully.

Our findings

Children have excellent opportunities to engage in numerous and varied play activities. They are holistically and wholeheartedly enthused, interested and engaged in their chosen play. They spoke openly, and animatedly about what they were doing and showed their creations off with pride. For example, they followed a fact finding activity about squirrels, creating collages which they showed off saying, "look it’s got a bushy tail and I know so many facts about squirrels now". They took their creations home with them after telling their parent all about the activity. Children are very curious learning about colours as they mixed them together and named them bilingually.

All children are engrossed and absolutely delighted in their choice of play. Indoors they chose from an excellent wide ranging selection of toys and resources. Many children spent a considerable amount of time being inspired and highly involved in role play with props that inspired visual interaction and learning. For example, dressing up in their favourite character costumes with musical dolls of their favourite Disney character, following a story and song about frogs and/or ducks. One young child was very intrigued with this activity, counting the frogs placing them into a basket also cuddling one and tucking it into her jumper. This activity was one of many that extended children’s learning, as they learnt about the life cycle of a frog and visited the park to feed ducks. A young child really enjoyed dressing up in her favourite outfit, singing and holding her musical doll from the film ‘Frozen’. Younger children role played cooking pizza in the pretend kitchen and cuddling the dolls up in blankets placing them into toy cots. They eagerly enjoyed interesting and stimulating opportunities and squeal with laughter as they express their enjoyment. One child was so contented playing with sensory toys and musical instruments.

Throughout their play they had fun, stimulation and laughter. They are without doubt inspired and motivated in their play and learning. Play experiences enabled them to problem solve, develop creatively, to experiment and be imaginative. For example, they chose resources that engaged them in counting, reading, measuring, shape formation, jigsaws and puzzles, story books and cubes, literacy games and number formation rhymes.
Children have developed a strong sense of belonging and security. They have formed a very strong relationship with the child minder and have formed good friendships with their peers. Children are delighted when they receive genuine interest from the child minder who regularly complemented them saying that they were so kind, well behaved, clever and helpful. They were given a sticker for being helpful when clearing away after snack time and wanting to help brush the floor.

Children have consistent opportunities to develop their independence and self-help skills of which they are accomplishing very well. Opportunities enable them to 'have a go'. Younger children attempted to put on their coat and shoes, feed themselves, follow self-care routines such as hand washing, wiping their face, and ‘potty’ use, and could access and set up toys of their choosing. Older children were confident in doing things for themselves. We saw that all resources were stored at child height encouraging children’s decision making and independence.
2. Care and Development

Excellent

Summary
The child minder is extremely knowledgeable, well trained, caring and attentive; she keeps children safe and promotes healthy lifestyles. The child minder knows the children well and provides an excellent meaningful and age appropriate range of activities to help them to learn and develop. The child minder is highly committed and actively involved in assessing each child’s individual needs and preferences.

Our findings
Overall, the child minder promotes children’s play, learning and development excellently and meets their needs by creating a natural, stimulating learning environment which enabled children’s engagement. The child minder has a genuine rapport with children, enabling them to become confident and active learners. She treats each child as a full and equal person that enables them to feel included and highly valued.

The child minder is efficiently dedicated and committed, working diligently to keep abreast of any childcare courses and/or training opportunities that in turn benefit her knowledge of childcare. The child minder has attended child protection training and knows who to contact if concerned about a child’s well-being. She has also attended first aid training. Safe caring practices are sustained through her day to day practice. For example, each child’s needs and preferences are identified and understood in partnership with the child/children’s parents and/or carers. Contracts are agreed with parents. Policies and procedures are consistently implemented with confidence. They are reviewed regularly with any new information added. For example, ‘Prevent Duty’.

The child minder has a clear understanding of healthy eating. We saw that children are actively involved in learning about healthy eating through activities, cooking and tasting foods. A menu ensures a variety of healthy foods are offered to the children. The childminder has been registered with the Environmental Health Authority. Cross infection is minimised as the child minder is very familiar with infection control guidance. Food preparation surfaces were clean and hygienic, various chopping boards were used to prepare different foods. Fridge temperatures are recorded, food is temperature probed before being served. Daily risk assessments and cleaning routines are documented. There are paper towels, soap and use of individual flannels available for children to wash their hands. The child minder recognised and has a clear understanding of any child’s food allergies and /or medical conditions and consistently followed clear procedures. For example, preparing food separately, administering medication and/or first aid and recorded any nappy changes, sleep records, and any food and/or drinks children consume.
The child minder is very professional and thrives on achievements that in turn benefit her service. The ethos of the Foundation Phase is clearly recognised and enhances children’s learning experiences. Cultural awareness was promoted through books and activities relating to cultural events throughout the year. The child minder is a member of the Information Commissioners Office and clearly understood data protection procedures.

The child minder’s management of behaviour is excellent. She understood each child’s preferences and needs and has recently attended behaviour management training. Children are exceptionally well behaved, and the child minder did not need to remind children to be kind to each other or to share. She ensures that any sanctions are developmentally appropriate and respects individual children’s level of understanding and maturity. In turn, children respected her and followed her lead.

Children’s developmental progress is continuously and effectively evaluated, and their progress is tracked. Photographs of activities children have been involved in evidence that the children are engaged in an abundance of activities and given learning opportunities. Age appropriate online educational ‘apps’ are used. We saw folders that evidenced children’s progress to include ICT, development, creativity, understanding of the world. Themes are followed and included ‘child centred’ profile files, which documented children’s favourite toys, what am I good at? people in my family and photographs. Additionally, ‘My Learning Journey’ journals gave examples of children’s art and craft creations and learning opportunities to trace shapes and letters, use a pencil and trace.
3. Environment

Excellent

Summary

The child minder provides an innovating range of stimulating, purposeful toys, equipment and resources. It is extremely focused on children being able to learn through play, have new challenges and stimulating play opportunities. An excellent and wide ranging variety of play and learning opportunities indoors and outdoors stimulates children’s curiosity and interests. Children’s safety is ensured through identifying risks and hazards and minimising or eliminating them. Resources and equipment are of excellent quality and suitable for the needs and age range of the children.

Our findings

The premises offer excellent, inspiring indoor play spaces, allowing children to freely move easily from one area to another. They benefit from access to an excellent range of resources and equipment that promotes their development, inquisitiveness and sustains their curiosity. The child minder promotes children’s safety both indoors and outdoors and takes precautions to prevent accidents. This is sustained through comprehensive daily risk assessments which ensures that the environment is safe and secure. The main front door is securely locked when minded children are present. A visitor's book is in situ. A diary detailed children's attendance. Comprehensive and very organised health and safety checks are in place to include fire evacuation, heating test certificates and smoke alarm tests. Safety gates are in situ. A CCTV camera is placed outdoors for security.

The kitchen, hall, playroom and an office/quiet room are used for child minding purpose. Older children use the office room to carry out quiet activities. The environment is organised that embraces the Foundation Phase and 7 areas of learning. We saw that children due to them having easy access to toys, resources and equipment could follow their own interests and develop their learning through play, fun and enjoyment. The child minders home provides a nurturing, warm, inspiring and welcoming atmosphere where children have established a sense of belonging. The child minder has recognised that the design and layout of the premises is essential for children to gain purposeful and innovating experiences where children can explore and extended their knowledge. Resources are placed within easy access for children, with boxes, and trays bilingually labelled with a photograph of what is in them.

Children have access to an excellent wide variety of resources that are suitable to their needs, age and stage of development. This excellent abundance of toys and learning resources promotes children’s interest, curiosity and includes small world toys, a home corner, sensory toys, books, art and crafts, dressing up clothes, games and educational resources. Tables and chairs are of suitable design and size where children can sit comfortably. Play areas are large and spacious enough to give children scope for free movement and well spread out activities. The child minder has ensured that she kept
organised and detailed maintenance records and ensured that suitable public liability insurance was in place. Currently the outdoor area is in working progress hence only the patio area is in use. However, children are taken on a variety of outings.
4. Leadership and Management  Excellent

Summary

The child minder has an innovated vision for the service that she shares openly with parents. The child minder is dedicated, very passionate and committed to monitoring and improving the service with a strong culture of continuous professional development. There are very open, professional and effective partnerships in place with parents. The child minder manages the service exceptionally well. She exceeds the regulations and national minimum standards. The child minder takes great pride in maintaining up to date policies, procedures and records.

Our findings

The child minder has an informative statement of purpose in place, which accurately reflects the service provided. The Welsh language is promoted through learning and introducing phrases, words, books and general discussions. We saw that the child minder maintained the required records in relation to children’s personal information, accidents, emergency medical consent, incidents and attendance records. The standard of record keeping sampled was child focused, methodically kept, very well organised and easily accessible.

The child minder took pride and enthusiasm in the evaluation of her service and planned for improvement. Examples included purchasing new toys, resources and materials, aspiring to her professional goals by attending training courses specifically related to child care and development. For example, attendance on a ‘Curriculum Changing’ and ‘Digital Competency Framework’ and Welsh language course and has been involved in Children’s Rights workshops.

Children and parents had returned questionnaires with very complimentary feedback. For example, parents’ comments included, ‘she is very accommodating and flexible with her childcare’, ‘my child is so happy there having shown interest in a lot of activities’, and ‘we love receiving pictures of what our child is doing with her day’. Children said, ‘We love Kelly, ‘I like all the toys’ and have fun’ one child said, ‘I really enjoy the challenges we get involved in my favourite was Halloween where we made spiders webs out of string placed pretend spiders in with bells and had to try to remove them with tweezers without the bell ringing. Another child said, ‘My favourite challenge was, building an animal shelter’.

The child minder ensured that all communication with parents is extremely innovating and fully inclusive. She keeps parents very well informed on their child/children’s progress and/or development also sharing information and photographs about their child’s daily routine and other information through various on line apps to include twitter and a website. The child minders relationship with parents is excellent. She said that she feels highly valued by parents. She is very passionate about involving parents and/or carers at every given opportunity for example informing them verbally and through photographs and news
on themes followed. She also has the aim of involving them in a sports day event, art, craft and cooking sessions. She operates an open door policy where parents can meet to discuss any aspect of their child’s care and well-being. One parent we spoke to said, ‘Kelly is absolutely wonderful, so many activities that give children fun and enjoyment’

Final unpublished report
5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections
This was a post-registration inspection.

5.2 Recommendations for improvement
We recommended that the child minder:

• sends CIW a copy of the service’s Quality of Care report.
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 13 January 2020 for a period of approximately four hours. One inspector provided feedback to the child minder on the 16 January 2020.

During the visit we:

- Observed practice and the care provided by the child minder;
- Sited some children’s and parent returned questionnaires;
- Spoke to the child minder and children;
- Looked at a range of records including the statement of purpose, policies and procedures, contracts and
- Observed children at play.

Further information about what we do can be found on our website: www.careinspectorate.wales
7. About the service

<table>
<thead>
<tr>
<th>Type of care provided</th>
<th>Child Minder</th>
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<tbody>
<tr>
<td>Registered Person</td>
<td>Kelly Still</td>
</tr>
<tr>
<td>Registered maximum number of places</td>
<td>10</td>
</tr>
<tr>
<td>Age range of children</td>
<td>Birth – 12 years</td>
</tr>
<tr>
<td>Opening hours</td>
<td>7:00am – 7:00pm Monday to Friday with occasional weekend work</td>
</tr>
<tr>
<td>Operating Language of the service</td>
<td>English</td>
</tr>
<tr>
<td>Date of previous Care Inspectorate Wales inspection</td>
<td>First Inspection following registration</td>
</tr>
<tr>
<td>Dates of this inspection visit(s)</td>
<td>13 January 2020</td>
</tr>
<tr>
<td>Is this a Flying Start service?</td>
<td>No</td>
</tr>
<tr>
<td>Is early years education for three and four year olds provided at the service?</td>
<td>No</td>
</tr>
<tr>
<td>Does this service provide the Welsh Language active offer?</td>
<td>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’.</td>
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Additional Information:

Date Published 04/03/2020