



# Childcare Inspection Report on

Jacqueline Hegarty

Caldicot

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

27/09/2019

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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 operates her service from her home in Caldicot, where she resides with her family. She works alongside another registered child minder and they receive their inspections at the same time. This child minder is registered to care for ten children under 12 years at any one time. Child minding is offered Monday to Friday between 7:30am and 5:30pm during term time. Children have access to most of the ground floor areas of the home. Care is provided through the English language, with the use of incidental Welsh. During our inspection visit, there were two minded children present aged under eight years.

## Summary

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

### 1. Overall assessment

Children settle well in the care of the child minder and they have close bonds of affection with her. The child minder is responsive and nurturing towards them, whilst planning a good variety of activities to meet their all-round needs. The environment provides a layout that strikes a good balance between providing a homely environment, which is also playful and educational. Good safety precautions are in place to minimise risks and to maintain high standards. The service is well organised with many areas of good practice, including robust paperwork and effective procedures.

### 2. Improvements

This was the child minder's first inspection. Since registering, the child minder has spent time getting to know the children, to identify their individual and future learning needs. She has also developed her resources and environment, to include a well-resourced play room and outdoor play areas, such as a stage for children's creative expression.

### 3. Requirements and recommendations

We made two recommendations with regards to expanding paper records to include more information. These are highlighted in further detail at the end of this report.

# 1. Well-being

Good

## Summary

Children are confident to communicate their needs and they speak to express themselves well. They cope well with separation from their primary carers and are relaxed in their environment. Interactions between children are mostly positive, but sometimes they need guidance to support them, as expected for their ages and stages for development. During play, children are highly motivated and engaged in their chosen activities and they have many opportunities to initiate their own ideas.

## Our findings

Children have good opportunities to make choices and decisions about what affects them. We saw them choosing toys and activities they wanted to play with, and confidently approaching the child minder for support when needed. They clearly express their emotions and seek help with any unsettlement. When a child became upset, they sought the child minder's attention and accepted her comfort and reassurance to help them to feel better. Children's opinions and interests are valued and acted upon. For example, they contribute to the planning of activities, as they suggest ideas that are written down on mind maps (a diagram in which information is represented visually). It is clear they are central to their play and learning.

Children feel safe and happy attending. They settle well into the care of the child minder, because good processes are in place to recognise and support their needs. They appear at ease and familiar with the routines. For example, they sit together to eat their snacks and meals and are used to processes, such as washing their hands and faces afterwards. They are developing friendships with one another, with occasional support needed to help them to consistently manage their interactions. For example, a child was prompted to share books during a group activity reading them together. They respond positively to the guidance offered to them, because the child minder does not dwell on the boundaries issued, enabling children to quickly correct their behaviour and move on in their play. They display empathy and follow examples for how to repair relationships, positively developing their social skills. Children's sense of belonging is well promoted, because example of their work is displayed on a peg line in the play room, to celebrate their achievements.

We observed the children occupied in activities for good time periods. They are enthusiastic about their play, choosing equipment they wanted to use and participating in activities setup for them. We saw children role playing games excitedly pushing dolls in prams, whilst laughing and giggling together. The children also freely explored the garden to play in the mud kitchen, play house and use outside physical resources, giving them the benefit of fresh air and exercise. They have a broad range of play experiences, which expose them to learning opportunities in all seven areas of the Foundation Phase, whilst having fun. For

example, they practiced their counting skills, recognition of colours, letter formation and speech and language skills.

Children are developing age appropriate levels of independence and are able to do many things for themselves, such as help themselves to what they want to use, wash their hands at appropriate times, help themselves to drinks and feed themselves meals and decide where they want to play. They appeared settled and relaxed during their play, indicating that they are at home in their surroundings.

## **2. Care and Development**

**Good**

### **Summary**

The child minder is aware of her responsibility to safeguard children and there are good systems and procedures in place. She has a good knowledge of child development and skilled approach to implementing boundaries, with effective strategies in place. The child minder is committed to including children in the planning of a broad range of play and learning activities, to support them to make good progress in all areas.

### **Our findings**

Children's individual needs are well considered to support their health and wellbeing. The child minder has robust policies in place, with clear procedures that she follows in practice. For example, we noted that hygiene routines were adhered to before and after a nappy change, for hygienic disposal of the used nappy and gloves, disinfecting the changing mat and washing of hands. The child minder also told us about strict cleaning routines they follow to deep clean all resources every half term. Children bring their own packed lunches, which are stored appropriately and drinks are easily accessible. Healthy snacks are provided including plenty of fresh fruit. We noted that the child minder is sensitive to children's eating habits and as such, employs a flexible approach. For example, children eat when they are hungry and healthy alternatives are offered when they either don't like what they have, or if they ask for more food. The child minder has the knowledge and skills to meet children's needs and has undertaken relevant training to keep children safe and healthy, including paediatric first aid, food hygiene and safeguarding training. A comprehensive safeguarding policy is in place, including details of the 'Prevent' duty, which is a government strategy to help protect children from extremism. Fire drills are practised regularly, and we discussed with the child minder including relevant information on the records, to evidence and ensure that all children receive sufficient practice. We viewed the child minder's accident, incident and medication records and noted that they are appropriately setup and include all relevant detail.

The child minder interacts well with children in her care. She gives positive feedback, encouragement and praise and creates an atmosphere that is calm and nurturing. We saw her comfort children when upset, offering them cuddles and talking comfortingly to them. Her positive strategies are reflected in the detailed behaviour management policy. She effectively guides children in their interactions with one another, and supports them to play respectfully together. On the occasions that she needed to intervene, she gently explained the expectations and the children responded positively to her. For example, when a game escalated with the children excitedly running around, the child minder provided them with

safety reminders. When the children displayed calm play, she reinforced this commenting, “good walking”.

The child minder promotes children’s play and development outcomes well. She has a good understanding of the Foundation Phase and plans varied activities to cover all areas, based on half-termly topics. The child minder knows the children well and integrates learning concepts, linked to their next steps for development during their chosen play ideas. For example, when a child was playing imaginatively with their friend and asked the child minder a question, she was attuned to their verbal communication to understand what they were asking for. She repeated their question back to them to check she fully understood, which also supported the child’s language development. The children’s achievements are recorded in their individual assessment files, as well as example pieces of their work and their learning goals.

The child minder promotes children’s Welsh language needs. She has Welsh language resources for them to use, such as books and games and we heard the child minder supporting the children to sing songs and count in Welsh.



### **3. Environment**

**Good**

#### **Summary**

The child minder's home is welcoming and well-resourced with equipment and furniture to enable children to play, learn and relax. The environment is maintained to high standards of cleanliness and safety.

#### **Our findings**

The child minder takes good precautions and maintains the environment to maximise children's safety. Doors are kept locked and with keys accessible to the child minder, to ensure that the premises are secure. Public liability insurance has been obtained and is not due for renewal until 6 February 2020. Robust written risk assessments identify hazards and actions for all areas of the home, garden and outings. Daily visual checks are also made to all areas used, to ensure they are safe for minded children. Safety equipment is in place to protect children, and includes a fire blanket, smoke alarms and stair gates. Annual safety checks are usually completed on all gas appliances. However, we noted that the latest gas certificate had expired at the beginning of September. The child minder told us that she is on an update service and was waiting for the engineer to call and had not realised the oversight. This is a serious matter, as it poses a safety risk to children. However, we did not issue a non-compliance notice on this occasion because immediate action was taken to remedy the situation. Following our inspection and before the report was written, she had the checks completed and provided us with a copy of her gas safety certificate, dated expiry 30 September 2020.

The child minder ensures that the environment is suitable to the needs of all minded children. Her home is free from clutter and provides spacious areas for the number of children and age ranges cared for, so that they can move freely. Rooms are tidy, well decorated, bright and airy. Children have use of most of the ground floor. A play room is setup as the main play space. It is particularly inviting because of the well organised setup, with attention to variation of activities and resources for children to independently access. The child minder told us that she frequently re-organises the space and rotates the toys, to maintain children's enthusiasm. Further resources are setup in the kitchen, with books and toys setup on low level shelves for ease of access. The child minder told us that children sometimes also disperse into the hallway space. For example, if the older children require a separate area from the younger children, then the stair gate can be closed to give them some space. There is a full-size dining table and chairs for the children to eat their meals and snacks together. They use a child height table and chairs in the playroom for crafts and table top activities. The garden has well thought-out areas for the children to create, including a music wall and mud kitchen. They

can also play imaginatively in a play house and on a stage for performance, as well as use the physical toys.

The child minder has a large supply of resources to promote children's development and keep them engaged and stimulated. The variety includes resources such as role play items, dress up, crafts, books and games. A strength of the service is the attention to detail and providing natural resources for the children to explore different textures. The resources and equipment we saw were all clean and in good working order.

#### **4. Leadership and Management**

**Good**

##### **Summary**

The child minder has good processes in place to help her to manage her business. She keeps full and up to date records and has in place plans to annually review her service, to identify improvements.

##### **Our findings**

Leadership of the service is effective. The child minder meets the Child Minding and Day Care Regulations for running a child care service. She works alongside another registered child minder and we noted that they work well together. Detailed records are completed, and all required policies and procedures are in place. However, we noted that they were not signed and dated on an annual basis to evidence their continual review. We viewed the statement of purpose and saw that it covered all aspects of the regulations and how the business operates. Children's accurate attendance times are recorded. We viewed Disclosure and Barring Service checks (DBS) and found that they were in place for the child minder, and all household members over the age of 16 years. The child minder completes appropriate training to keep up to date with skills and knowledge, and her certificates were available for inspection. She is committed to reviewing her training development in all areas, to meet all children's needs. She has attended further training courses on brain development and children with additional learning needs.

The child minder is aware of her responsibility to monitor and evaluate the quality of her service. She has in place plans to seek feedback from parents and children in preparation for her first annual quality of care review, and she understands that she needs to prepare a report on her findings.

The child minder has good processes to develop close working partnerships with parents. She meets with them prior to children starting, to help her to collect important information

regarding their needs, and to ensure that there is clarity about the service provided. Comprehensive contracts and child record forms are completed, including all the relevant detail and expectations of both parties. Permission forms are signed by parents, such as for emergency medical treatment. The child minder offers flexible settling in sessions according to parents and children's requirements. She updates parents 1:1 via 'WhatsApp', to share with them information about their child's day, including care tasks, activities and photos. Parents are also welcomed to discuss their children's needs at drop off and collection times.

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

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

None

### **5.2 Recommendations for improvement**

In order to develop the service further and improve outcomes for children, we discussed the following matters with the child minder:

- Ensure that written risk assessments and policies are dated to evidence their annual review; and
- ensure that fire drill records contain sufficient detail, to include the children who received practice, the date, time and length of drill practice.

## **6. How we undertook this inspection**

This was a scheduled inspection as part of our normal programme of inspections. One inspector undertook one visit to the service and spent time with the child minder, her business partner (also a registered child minder) and two children in their care.

We used the following methods to gather evidence for this report:

- We reviewed all information held by CIW prior to our visit;
- we viewed all parts of the premises being used for child minding purposes,
- we observed the child minder's interactions with the children present;
- we spoke with children about their experiences using the service;
- we spoke with the child minder about how she operates her business;
- we examined a range of documentation, including, policies and procedures, risk assessments, contracts, accident, incident and medication records, attendance records, safety certificates and training certificates; and
- our findings were fed back to the child minder 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	Jacqueline Hegarty
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	Monday to Friday, 7:30am to 5:30pm during term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	None
Dates of this inspection visit(s)	27 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. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service through the medium of Welsh. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words</i> ' follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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