

Childcare Inspection Report on

Louisa Bullock

Newport



Date Inspection Completed

13/02/2020

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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

The child minder operates her service from her home in Newport, where she lives with her family. She currently has four children on roll and is registered to care for six children under 12 years at any one time. Child minding is offered Monday to Friday between 8:00am and 5:30pm throughout the year. Children have access to all ground floor areas of the home. Care is provided through the medium of English, with the use of incidental Welsh. During our inspection visit there was one minded child present under the age of twelve years, plus the child minder's own child.

Summary

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

1. Overall assessment

Children are happy attending and they have formed close relationships with the child minder. The child minder is responsive to their needs and provides a good range of activities and resources for them to use. The environment is risk assessed, clean and tidy, with a well-planned layout providing the children with areas to rest and play. The service is well run with many areas of good practice, including organised paperwork and effective procedures.

2. Improvements

This was the child minder's first inspection. Since registering, the child minder has spent time setting up her home for a childcare service and getting to know the children to best meet their needs.

3. Requirements and recommendations

We made three 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 communicators and they express their needs effectively. They are relaxed in the child minder's home and enjoy attending. Interactions are positive and children follow high expectations for behaviour. They enjoy the play opportunities available to them and choose what interests them most. They are also able to join in with planned activities prepared for them by the child minder. Children are making good all-round progress in line with their ages and stages of development.

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. The older children have a craft table setup for their use in the hallway, to provide them with a separate space to use. This was at their request, because they expressed that sometimes the younger ones are too noisy. Their opinions and interests are highly valued. They approached the child minder for social conversations and to join discussions about the armed forces. They enjoyed listening to stories that the child minder shared, which encouraged their curiosity to ask her more questions.

Children feel happy and safe attending this service. They are settled during periods of separation from their main carers, indicating that smooth transitions have taken place. Their sense of belonging is promoted well because they are made to feel at home and included in the planning of activities. They discuss with the child minder places they would like to visit as well as things that they would like to do. Their photographs and pieces of work are displayed on the walls and they can move freely around and access resources they want to use.

The atmosphere is calm because children co-operate and have positive interactions. They use good manners and follow the boundaries set by the child minder. They are very relaxed in her care and have clear bonds of affection. We saw them sharing lots of laughter during games and enjoying light-hearted conversations, such as who was most likely to win during playing a board game.

The service is child-centred and children enjoy the play opportunities provided to them. They told us that they like attending because they like the child minders home and the activities she plans for them. They are free to choose what they want to do because their own play ideas are prioritised. We observed them occupied in activities for good time periods. They enthusiastically selected various games and engaged the child minder for her company. They join activities led by the child minder and enjoyed the valentine's crafts planned. The environment was tailored to celebrate Valentine's day. There was an exploration table setup with fabric red rose petals, letters spelling 'love' and hand painted

red rice, with science equipment and other utensils which the children used to explore the items. They had made love spoons, which were displayed on the wall, and they each received a chocolate gift to take home, promoting their sense of worth.

Children have good levels of independence and can do many things for themselves during day to day activities, including self-care and accessing play materials. They receive support and encouragement when in need of help, as expected for their age.

2. Care and Development

Good

Summary

The child minder has a good understanding of safeguarding children, with appropriate systems and procedures in place. She has a skilful approach to supporting children's interactions. She also has a good understanding of planning for children's future learning needs, ensuring a variety of play opportunities are accessible for 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, including evidence that regular fire drill practice takes place. We discussed adding further details to these records, to provide a clear paper audit of children receiving sufficient practice. A poster displayed also reminds children what to do in the event of a fire. 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 provides all meals and snacks for the children, including plenty of healthy options and according to dietary requirements.

The child minder interacts well with children in her care. She gives positive feedback, encouragement and praise, to promote their self-esteem. There is a clear behaviour management policy in place with positive strategies identified. However, we did not see the child minder needing to use any of them or intervene during children's play, because they were co-operative and well mannered. The child minder has an inclusive approach to making all children feel valued and cared for. For example, to celebrate Valentine's day she gave each child a small chocolate gift to take home.

The child minder promotes children's play and development well. She has a good understanding of the Foundation Phase and includes children in the planning of varied activities, to cover all areas. Play themes such as times of the year, festivals and celebrations follow children's interests and are child led. As part of the daily routine, the child minder has introduced counting, singing and story times for the younger aged children. There are plenty of opportunities for outdoor activities, giving children the benefit of physical exercise and fresh air. They plant in the garden, including growing strawberries, raspberries and blackberries, and the child minder has supported the children to create a butterfly garden. She also takes the children on frequent trips out, including to nearby farms and parks.

Development files kept for each child reflect the good quality of experiences that the child minder provides, but she is not currently recording their next steps for development. She

agreed to begin doing so and the discussions that followed evidenced that she has a good insight into children's needs and abilities.

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 good standards of cleanliness and routine safety checks are made to minimise risks.

Our findings

The child minder takes good precautions and maintains the environment to maximise children's safety. Doors are kept locked with keys accessible to the child minder to ensure that the premises are secure. Public liability insurance is in place. Robust written risk assessments identify hazards, risks 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 completed on all gas appliances, ensuring that they are safe to use.

The child minder ensures that the environment is suitable to the needs of all minded children. Her home is free from clutter and well organised. The ground floor areas are used for child minding and the child minder has made good use of the layout. The living room is a quiet space and she has converted another room as the main play area. The resources are neatly organised and categorised. For example, boxes are labelled with accompanying photos of the contents. Books are displayed according to reader age suitability, with books on different emotions displayed on the windowsill. Play equipment is stored on low level shelving for accessibility, and there are areas for mark making, crafts and role play. The walls are decorated with children's work and photo's, to promote their sense of belonging and achievement, as well as educational media. There are whiteboards displaying numbers, days of the week, the alphabet, seasons and weather conditions, in Welsh and English to promote children's experience of both languages. A ground floor toilet is used by the children with appropriate facilities in place, including a step for access and liquid soap for handwashing. However, a shared hand towel was in use increasing the risk of cross infection. This was discussed with the child minder and she immediately replaced it with separate hand towels for the children. Appropriate facilities are in place for children to eat meals and complete tabletop activities, including full and child sized tables and chairs. The garden provides a safe and secure space and a section benefits from artificial grass so that it can be accessed in all weather conditions. Two sheds are used to store the outdoor equipment.

The child minder has a large supply of resources to promote children's development and keep them engaged and stimulated. 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 all required records and reviews her service to identify areas for improvement. Parent's feedback indicates a high level of satisfaction.

Our findings

Leadership of the service is highly effective. The child minder meets the Child Minding and Day Care Regulations for running a childcare service and complies with the National Minimum Standards. All required policies and procedures are in place and 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 how the business operates. Children's sessional attendance times are recorded, but they do not reflect if the children arrive slightly late or early. The child minder agreed to ensure that their attendance times are accurately 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, including paediatric first aid, safeguarding and food hygiene. A comprehensive safeguarding policy is in place, including details of the 'Prevent' duty, which is a government strategy to help protect children from extremism.

The child minder is aware of her responsibility to monitor and evaluate the quality of her service every year. She has issued questionnaires to parents in preparation to complete her first report. Some of the questionnaires have been returned and they all contain positive comments about the communication received, activities provided to children, and the child minder's flexibility, friendliness and making people feel welcome.

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. Contracts and 'All About Me' forms are completed, including the expectations of both parties, signed by the parents. Relevant permission forms are in place and signed by parents, to ensure that they consent to things such as emergency medical treatment if needed. The child minder offers flexible settling in sessions according to parents and children's requirements. She updates parents during drop off and collection times and through the use of daily diaries for under school aged children, to share information about their day including care tasks, activities and photos. She also uses secure online messaging services, WhatsApp and Facebook messenger, to share photos.

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 records of children's attendance reflect the accurate times of their arrival and departure
- record children's next steps for development on their assessment records to evidence how children are encouraged to make progress
- expand fire drill records to include all relevant information, including the names of the children in attendance, the time of the drill practice and the time taken to evacuate the building.

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 and one minded child in her care, as well as her own child.

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 child 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
- 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

7. About the service

Type of care provided	Child Minder
Registered Person	Louisa Bullock
Registered maximum number of places	6
Age range of children	0 to 12 years
Opening hours	Monday to Friday, 8:00am to 5:30pm throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	None
Dates of this inspection visit	13 February 2020
Is this a Flying Start service?	No
Is early year's 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: None	

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