



Childcare Inspection Report on

Hannah Colton

Llandrindod Wells



Date Inspection Completed

30/01/2020

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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

Hannah Colton provides a child minding service for a maximum of ten children from her home in the rural village of Llanbadarn Fynydd, on the outskirts of Llandrindod Wells. The service is open from 8am to 6pm Monday to Friday. The service is provided predominately through the medium of English.

Summary

Theme	Rating
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children express their views and know that their ideas will be listened to. Children are settled and form positive bonds of affection with the child minder. The children are happy, comfortable and relaxed. The child minder provides a nurturing and caring atmosphere; meeting the needs and abilities of all children. The child minder plans for an excellent variety of play, learning and leisure opportunities and the child minder uses observations to plan for next steps. The child minder consistently conducts regular reviews of children's progress and talks with parents regularly. The children are cared for in a safe, clean and inviting environment. The child minders home and outside play areas are secure, welcoming and friendly. They provide a rich environment for play and learning and there is sufficient space and facilities to meet the needs of the children. The child minder complies with all CIW regulations and meets the National Minimum Standards. The child minder has a clear statement of purpose that provides an accurate and detailed picture of the service; communicating the vision for the service well.

2. Improvements

There are ongoing improvements to the garden of this service as the child minder develops her forest school service. The child minder is currently working towards her level 3 forest school leader qualification.

3. Requirements and recommendations

We have made a few recommendations and these are detailed at the back of this report.

1. Well-being

Good

Summary

Children have good opportunities to make choices and decisions within this service. The children have a strong voice and they are encouraged to speak and express themselves. The children express their views and their ideas are listened to. The children feel secure, happy and comfortable. The children interact with each other and are learning to co-operate and take turns. They enjoy a range of activities and are interested and excited as they play.

Our findings

At this service we found that children are confident communicators as their wants, moods and needs are considered by the child minder. The children's opinions and interests are valued and acted upon. Children played happily together in the play area choosing their own toys. We heard the children asking to play with the arts and craft materials and the child minder was very accommodating; pulling out a variety of coloured card, pens, tissue paper and PVA glue.

The children are active and express enthusiasm and enjoyment. They have a sense of belonging, forming relationships and are familiar with routines. We saw that the children were comfortable in the care of the child minder. During tidy up time the children were happy to help the child minder tidying up and putting away their toys and resources. They were humming and singing tunes and songs.

Interactions between the children and adults are consistently good and children co-operate well. The children were confident communicators and engaged in conversation with us throughout the inspection. We chatted with the children about their dollies "*what's dolly's name?*" "*Bella.*" "*Is dolly sleeping?*" "*No dolly is awake.*" The children called for help when they needed it. During the craft activity, a child said to us "*well where am I going to put all my pens? There's no space here.*" The children were well spoken. They were polite and generally used good manners without being prompted.

The children have many opportunities to initiate their own play and to influence their tasks and activities. The children sustained their interest in the craft activity for a good period of time before deciding that they would prefer to build an obstacle course. The children went about this independently often calling for us to "*watch this.*" The children were supported and encouraged resulting in a good feeling of achievement and high self-esteem.

Children have excellent opportunities to develop their independence skills enabling them to do things for themselves successfully. Children were given choice over what they had for a snack, for example, to choose if they wanted white or brown toast. They were asked if they wanted jam, honey or butter on their toast. The children discussed what shape they wanted

their toast cut in to. They eagerly discussed possibilities such as, squares, triangles or rectangles. One child said "*I want it big.*" The child minder knew that the child didn't want his toast cut up at all.

Children have a strong voice, enjoy their play and learning and their well being is very well promoted.

2. Care and Development

Good

Summary

The child minder's policies and procedures for safeguarding and promoting children's well-being are implemented. The child minder's understanding of effective procedures for child protection are thorough. At this service there is a nurturing and caring atmosphere. The child minder has good knowledge and understanding of the children's individual needs and abilities and her understanding of how children grow, learn and develop is sound. There is thorough planning in place for a good variety of play and learning opportunities. The child minder's planning includes tracking children's progress and using this information to support planning for next steps.

Our findings

The child minder has a good behaviour management policy and this is implemented and followed consistently. Positive behaviour management strategies are used. We heard the child minder discussing what was acceptable and what was not with the children calmly and in a manner the children could understand. The child minder remained calm at all times and discussed with the children her reasoning for not allowing the behaviour to continue. The child minder explained how that behaviour was making her and the other children feel. The child minder then praised the children when they were good role models and demonstrated positive behaviour patterns.

We observed photographic evidence of the outdoor area being used for forest school activities, showing how the child minder extends the children's knowledge and development by offering a range of resources which stimulates curiosity and interest.

The child minder followed the Welsh Government's best practice guide, Food and Nutrition for childcare settings. When we arrived, the children were eating a healthy breakfast provided for them by the child minder. The children were also provided with their choice of healthy snack mid-morning. The child minder had prepared a homemade fish pie served with vegetables for the children's lunch. The child minder ate her lunch with the children and encouraged the children to eat their food; fostering quiet conversation that created a delightful social occasion. After lunch, the child minder encouraged the children to complete their rainbow chart to show what colour foods they had eaten that day with the objective of eating all the colours of the rainbow.

The child minder has implemented robust cleaning and good hygiene practices for example, she had provided the children with colour coded peg, drinks bottle and face cloth, The children chose their favourite colour and then were provided with a peg, drinks bottle and face cloth matching the colour they had chosen. This helped to minimise any risk of

cross infection to the children. During nappy changing, the child minder was able to explain clearly to us the use of the nappy changing policy. However, we did not see her wearing gloves. The child minder had made sure that the children were aware of the need for basic hygiene routines and ensured that they washed their hands before eating lunch. The children however did not wash their hands before every occasion involving the handling of food. The child minder encouraged the children to wipe their noses and to cover their mouths when coughing.

The childminder is fully aware of children's individual development. She plans comprehensively for the next steps and consistently reviews progress. The child minder keeps parents fully informed about their child. The child minder talked us through her approach to planning. She explained that she follows the 'in the moment' method of planning which focuses on the interest of the children at any particular time. The child minder demonstrated to us how she was able to capture this information in her planning documents. The child minder used mind maps, with the children, which enables her to develop the children's play ideas further including all the areas of learning and experiences. The child minder completed developmental charts for every child, which are colour coded and dated to show progress. Parents are informed termly of their child's progress through a 'celebration of my achievements' system which the child minder has developed.

The child minder actively contributes to planning which shows progression that significantly supports the individual needs of the children.

3. Environment

Good

Summary

The child minder ensures children are cared for in a safe, clean and secure environment. There is a good balance between the need to promote children's safety and protect them from harm, and the need to support children to take risks. The premises is secure, welcoming, friendly and provides a rich environment for play and learning. There is sufficient space and facilities to meet the needs of the children. The children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs.

Our findings

The child minder's home is cosy, warm and inviting; it is set in a quiet, country location. The environment is well maintained. The child minder has regular cleaning routines that reflect good hygiene practices. The child minder informed us that she had registered with the food standards agency and that they had been to complete their inspection.

The child minder has effective and accurate risk assessments, which are regularly reviewed. The child minder informed us that fire drills are completed regularly and recorded in a diary. The child minder has emergency procedures in place including emergency medical consent forms for all the children.

The child minder had good indoor play space for the children to move freely. We observed the children playing in the playroom, which was attached to the open plan kitchen area. There was a wide variety of toys stored in appropriate boxes, which could be accessed easily by the children. The tables and chairs were of an appropriate size for the children's age and stage of development. She had provided bean bags for the children to sit on, relax and enjoy some quiet time. Attached to the playroom through double doors there was a large conservatory stocked with further toys and equipment however, we did not see this room being used when we visited and the child minder informed us that it got very cold in there during the winter.

The outdoor area is undergoing further development as the child minder is currently undergoing a course to become a forest school leader. We did not see the outdoor area being used when we visited due to the very inclement weather however, we did inspect the outdoor area.

The child minder has organised the environment well so that it provides a good range of play opportunities for the children. The premises is well maintained and we saw that the child minder had displayed the children's work around the playroom and kitchen.

4. Leadership and Management

Good

Summary

The child minder has a clear statement of purpose that provides an accurate picture of the service. The child minder communicates her vision for the service well and promotes safe practices and a culture of safety. High expectations are set and children are provided with support and challenge to do their best. Clear aims and policies are focused on children's needs and are implemented by the child minder. There is clear and established trust and communication between the child minder and the parents.

Our findings

The child minder has a definite vision for the service that they share with others. The statement of purpose is accurate and is a true reflection of what the service offers. During our visit, the child minder discussed with us her aim of working towards the Level 3 award in Forest School Leadership. The child minder ensures that she complies with all relevant regulations and meets the National Minimum Standards. They had effective policies in place and we observed that these were implemented in practice.

The child minder set achievable expectations to promote improvement and good outcomes for children. There was consistent practice throughout the service. The child minder is beginning to compile a quality of care review and told us she had sent out questionnaires to gather the parents' views. The child minder explained that improvements to her garden area would be included in her future quality of care report.

Discussion with the child minder showed she was open to new ideas and embraced the need to continually improve. Her understanding of safeguarding and child protection was sound however she was unaware of the Welsh Government's 'Prevent Duty' guidance.

The child minder told us that she had established excellent partnerships with parents and other child minders in the area. The child minder explained that she regularly visited the local library for the children to borrow both Welsh and English books. The child minder told us that she reads Welsh books with the children frequently in order to help develop her own understanding of the language. The child minder informed us that she shared information with parents through a number of ways including verbally when parents pick up and collect their children as well as in writing. The child minder has developed a report in the method of a 'celebration of achievement' that she sends out to the parents termly. The child minder demonstrated that she is well organised and has effective management skills.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- make sure the statement of purpose is dated so as to evidence regular review of the document;
- make the shallow well in the garden safe;
- make the glass panes in the green house safe and consider making the green house inaccessible to children;
- ensure the garden shed is always locked and secure when children are playing outside;
- complete the quality of care report and submit to CIW;
- make sure children wash their hands before any activity involving the handling of food;
- develop the current fire drill records to include more detailed information;
- repair or replace the gate at the end of the drive way and make sure it is secure;
- ask all visitors to the premises during opening hours to sign in and out and
- familiarise yourself with the Welsh Government's online prevent duty e-learning.

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. Two inspectors visited the service on 30 January for approximately 4 hours.

We:

- Inspected a sample of documents, policies and procedures, including information about the child minder, children's records, planning and risk assessments;
- spoke to the children and the child minder
- inspected all areas used by the children

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	Hannah Colton
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	8am to 6pm, Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection post registration
Dates of this inspection visit(s)	30 January 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?	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. However, incidental Welsh words and Phrases are used intermittently.
Additional Information:	

Date Published 24/03/2020