

Childcare Inspection Report on

Jane Barham

Chester



Date Inspection Completed

17/09/2019

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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

Jane Barham operates her child minding service from within her family home in Chester, where she lives with her partner and child. The service is open from Monday to Friday 8:00 – 17:30 closing for bank holidays and Christmas. Care is provided for children under 12 years and she is registered to care for no more than eight children at any one time. English is the main language used.

This is a service that does not provide the Welsh Language 'Active Offer'.

Summary

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

1. Overall assessment

Children settle well and feel safe in the care of the child minder. They interact well and enjoy their play experiences. The child minder promotes a healthy lifestyle and generally implements policies and procedures effectively to keep children safe. The environment is safe and provides children with suitable spaces to play and learn. It is equipped with good quality resources and has suitable facilities. The child minder has an understanding of her service but needs to ensure she consistently meets regulations related to children's records. She understands the importance of self evaluation and ensures her core training is kept up to date. The child minder has positive relationships with parents and uses the local community to enhance children's experiences.

2. Improvements

Since registration the child minder has considered all the recommendations made and has;

- put up a safety gate to stop children from entering the kitchen unsupervised;
- ensured blind cords are out of children's reach;
- secured the TV and trailing wires;
- removed the ironing board and clothes dryer from a room used by the children;
- written and implemented a pet policy;
- put the key for the patio doors on a hook out of reach of the children;
- renewed her safeguarding training, and

- followed advice given from the fire safety officer.

3. Requirements and recommendations

We have advised the child minder that improvements are needed in relation to: maintaining and keeping records of the relevant children (regulation 30 (1) (a) Sch 3 (5)).

We have not issued a notice relating to these issues on this occasion, as there was no immediate or significant impact for children using the service. We expect the child minder to take action to rectify this and it will be followed up at the next inspection.

We have made recommendations in relation to conducting regular fire drills, keeping a record of fridge temperatures and the use of the trampoline.

1. Well-being

Good

Summary

Children make choices and express themselves confidently as they have formed a positive relationship with the child minder. Children interact well, enjoy their play opportunities and develop a range of skills.

Our findings

Children had choices and could have a say in how they spent their time and where they played. The child attending was confidently expressing themselves and moving around the environment freely. Children were consulted about issues and asked what they would like to do and about other activities and tasks related to their care. For example, the child was given a choice of where they would like to play when they arrived from school and they were asked if they were ready for their lunch.

The children who were in the care of the child minder had only been attending for a short length of time. The child observed had already settled well and developed a bond with the child minder helping them to feel safe. This was also evident as they were happy to talk to us and invite us into their play. The child was confidently communicating with the child minder, knowing their ideas and needs would be listened and responded to by the child minder. This helped them to feel valued and develop positive self esteem.

The child interacted well once they had got used to us being there. They chatted happily to the child minder and us, talking about what they were doing and about areas of interest such as their family. The child was well mannered and routinely completed tasks such as tidying away toys, without being asked.

Children have use of a number of rooms that are equipped with a variety of resources and activities that allow them to follow their interests and enjoy their play. The child arriving from school was quick to decide they wanted to go in the playroom and get the cars out. They particularly enjoyed pretending to be a firefighter and rescuing people from the top of the dining table. A child told us about what they had been doing outside. They had built a swamp for the dinosaurs with their friends. It consisted of a tray full of water and they had collected leaves and other items to make a home for their dinosaurs.

Children were able to develop areas of their independence as they had access to suitable resources and facilities. They were able to freely move between the rooms, choosing items they wanted as they were stored appropriately. Children has space to play with others and there was room for them to be alone and have a quieter time if they chose. Children had free access to toilet facilities and could choose to play indoors or outside when the weather permitted.

2. Care and Development

Adequate

Summary

The child minder generally keeps children safe and promotes a healthy lifestyle. She promotes positive interactions and provides and plans appropriate opportunities that support children with their play and learning.

Our findings

The child minder had completed safeguarding training and implemented a policy that helped to ensure she knew the procedure to follow should she have concerns about a child. She had developed policies and procedures that supported her in keeping children safe. These included an effective nappy changing procedure and pet policy. However, we noted the policy for allowing children to use the trampoline was to just get parents' permission. Consideration was not given to the manufacturer's guidelines on the recommended age of children who should be using the equipment. The child minder ensured regular checks were completed so she knew the fire alarm was working and the fridge was at the correct temperature. However, no written records were kept of the fridge temperatures and children were yet to have an opportunity to take part in a fire drill, which would help to ensure they were aware of how to evacuate the premises in an emergency.

The child minder encouraged and supported children to stay healthy. She ensured children washed their hands at appropriate times and that tables and food preparation areas were kept clean. The child minder provided liquid soap and individual towels for children to help prevent the spread of germs. Regular opportunities were planned for children to be active and get fresh air, through walks to and from school and visits to the park and other places of interest. The child minder also gave children the choice to play in the garden if they wished and if the weather permitted.

The child minder was communicating positively with the child. She was involved in their play when it was appropriate to do so and when invited by the child. The child minder used praise to celebrate achievements and to thank the child for completing tasks such as tidying away the toys without being asked. She sat with the child and they had their lunch together, which made this time a sociable experience and gave them an opportunity to talk about what the child wanted to do that afternoon.

The child minder was experienced in child development and knew the needs of the different age ranges of the children she cared for. She planned appropriate activities and opportunities for the children to take part in if they wished but most play opportunities were child led and initiated. She ensured children had access to age appropriate toys and games. For example, older children had access to board games and craft activities, while younger children could access the role play kitchen and themed boxes that included a

railway track and dolls house. The child minder understood children's individual needs and provided appropriate support and was willing to take advice and receive training to help her support them if needed.

3. Environment

Good

Summary

The environment is safe and the child minder ensures risk assessments are completed on all areas used by the children, so potential hazards are managed well. The environment is spacious enough so the children have room to play and learn indoors and outside. It is equipped with suitable good quality resources and has appropriate facilities.

Our findings

The child minder had made sure the environment was secure, with the main door and patio doors being kept locked and the key for the patio door being kept on a hook out of reach of the children. Records were kept noting children's attendance and any visitors so everyone could be accounted for in an emergency. The child minder had risk assessed all areas used by the children and these showed that hazards were managed well or eliminated where possible. For example, the dog was kept separate from the children when necessary and safety gates were used to prevent children from accessing areas such as the kitchen and stairs when unsupervised.

The garden was surrounded by secure fencing and the gate leading to the front of the house was kept locked, preventing children from leaving unsupervised.

The environment was kept clean and well maintained and the child minder checked all areas before children arrived to ensure they were safe and suitable. There was space for the children to take part in a range of activities, including a room where children could "chill out" and have their own space in the smaller music room. The designated playroom gave children an opportunity to access resources they wanted independently. This gave them a sense of belonging, as they knew where items they wanted were kept. The garden provided space for children to get fresh air in a safe and secure environment.

The resources provided were of a good quality and appropriate for the ages and stages of development of the children. They were stored appropriately so children could access them and so they were kept clean and well maintained. For example, there was a shed outside that was for storage of children's toys and inside items were organised into themed boxes and drawers. The child minder encouraged the use of natural materials including using items the children could find in the garden to help them make a home for the dinosaurs and bird feeders. The child minder provided children with a small step in the downstairs toilet. This helped them to be independent when using these facilities.

4. Leadership and Management

Adequate

Summary

The child minder generally managed her service appropriately but improvements are needed to ensure all regulations are met regarding children's records. She understands the importance of self evaluation and gathering the views of others. The child minder keeps her core training up to date and has developed positive relationships with parents.

Our findings

The child minder had created a statement of purpose that provided parents with the information they needed to make a decision if the care offered was right for them and their child. Policies and procedures were implemented and organised well so they could be accessed when needed. Most records were completed, however we noted from inspection of children's records that some did not contain the required information related to the medical and dietary needs of the children or their registered doctors details.

The child minder had not been operating for 12 months so was yet to write a quality of care report. Through discussion, the child minder evidenced she knew the importance of evaluating her service and gathering the views of parents and the children to plan improvements. The changes she had made since receiving recommendations during her registration showed she was willing to take advice to improve the care she offered and benefit the children. For example, making the garden safer and writing a pet policy as she had a dog.

The child minder had ensured her paediatric first aid, food hygiene and safeguarding training was up to date. She had a valid Disclosure and Barring Service Check (DBS), as did everyone in the household who was over the age of 16. The child minder managed her resources well, ensuring they were stored effectively and updated when necessary so they met the needs and interests of the children.

The child minder had developed relationships with parents. She shared information with them through discussions when they dropped off and collected their child. She kept her own record of daily events and these were available for parents if they requested. The child minder used local places of interest to enhance the children's experiences. For example, they had visited a nearby castle and local parks. This helped the children gain a sense of belonging within the community. The child minder worked closely with outside agencies to help support children and parents when it was necessary, so she could meet their individual needs.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendation;

- to keep a written record of the fridge temperatures she takes;
- to consider the manufacturers guidelines when allowing children to use the trampoline, and
- to ensure she completes fire drills with the children now she has regular children attending and she has been operating for five months.

6. How we undertook this inspection

This was a full inspection undertaken as part of our schedule of inspections where the provider was given short notice to check their availability. One inspector visited the service on 17 September 2019 from 09:45 to 12:30.

We:

- Inspected a range of paperwork including, policies and procedures, registers, risk assessments and three children's files;
- observed practice to evidence the child's engagement and the care being provided by the child minder;
- spoke to the child and child minder;
- inspected areas used by the children, and
- gave feedback to the child minder on the day.

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	Jane Barham
Registered maximum number of places	8
Age range of children	Under 12 years
Opening hours	8:00 – 17:30 Monday to Friday, closing for bank holidays and Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First since registration
Dates of this inspection visit(s)	17 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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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