



# Childcare Inspection Report on

**Lucy Raddenbury**

**Swansea**



**Date Inspection Completed**

18/12/2019

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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

Lucy Raddenbury was registered as a child minder in June 2019. She cares for a maximum of eight children up to 12 years of age at her home in Swansea. The service operates Monday to Friday from 8:00am to 5.30pm. The main language of this service is English but incidental Welsh is also used.

## 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

Overall, we the Care Inspectorate Wales (CIW) found that children are happy and settled with the child minder. They enjoy their play activities and interact well. The child minder is enthusiastic and caring and is committed to ongoing improvement. The children are cared for within a comfortable, clean environment with access to a good range of resources and toys. The child minder manages her business efficiently.

### 2. Improvements

This was the first inspection of the service since registration.

### 3. Requirements and recommendations

We made one recommendation under the care and development theme; more information is found at the end of the report.

## **1. Well-being**

**Good**

### **Summary**

Children have a strong voice and feel safe and happy at this service. Children interact well, are developing friendships and have good bonds with the child minder and her family. The children enjoy a wide range of opportunities and their independence skills are developing. A good range of toys and resources are appropriate to their age. The premises are safe and secure. Documents and records are well recorded and maintained confidentially. The child minder has a good relationship with parents and other local child minders.

### **Our findings**

Children were happy and settled at the child minder's home. They had a good, positive relationship with the child minder, singing and talking confidently especially during a flash card activity. Children confidently moved from one room to another and helped themselves to toys and resources asking when they needed help to access them. Children were comfortable and made their own choices and decisions as we heard them asking the child minder for snacks and particular cars and trucks in a box that was too big for them to handle. Children have formed positive relationships and have a good understanding of concepts such as sharing, taking turns and helping to clear up after each activity. Children's behaviour was good; they interacted well and were confident.

Children were learning to respond positively to rules, listening when the child minder explained to them about playing safely with the toys and waiting at the kitchen door while she got their lunch boxes. Children asked to use an I Pad and accepted the time limit on screen time from the child minder. Children enjoyed mostly free play, choosing toys in brightly coloured boxes with pictures on them so they could recognise what was in them. Children smiled as they played enthusiastically with cars and trucks on the play mat in the living room. Children listened attentively to the child minder when using flash cards in order to extend their speech and they smiled widely at the praise they received. Children are developing well and recognised colours and names of different fruits and vegetables, animals etc. whilst they played with the flash cards. Children were beginning to develop independence skills, opening their lunch at snack time when sitting at the table in the dining room, eating, and drinking independently. Children smiled when praised for drinking from their cup independently and eating their snacks of fruit and bread. Children benefit from a well-planned programme of activities that keeps them occupied, engaged and which stimulates learning.

## **2. Care and Development**

**Good**

### **Summary**

The child minder has positive practices and routines that ensure children are kept safe. She is a good role model who supports and teaches children how to behave appropriately. She delivers good quality care and support. The child minder is committed to ensuring children

grow and develop. The child minder ensures children enjoy their play and learning safely and promotes their learning and development through a range of activities. The child minder manages interactions well.

## **Our findings**

The child minder implements positive practices to keep children safe. She has completed safeguarding training and is clear on any actions she would take if she had concerns around a child's safety. She was aware of the 'Prevent Duty Guidance' that aims to spot signs of potential radicalisation in children and had provided a good deal of information on this within her safeguarding policy. She also had a comprehensive statement within the safeguarding policy in respect of the use of ITC and social media. She kept electronic registers of children present; this included the children's age demonstrating her awareness of ensuring the correct numbers and age ratio. She kept a close eye on children who were sleeping. The child minder had an emergency evacuation plan and carried out regular recorded fire drills with the children. She supported children to be healthy by ensuring effective hygiene practices, such as thorough hand washing after using the bathroom and prior to meals. The child minder ensured that children drank regularly and offered their water bottles to them to ensure they remained well hydrated. She offered regular opportunities for children to be active, such as playing in the garden, the local parks, and beaches when the weather permitted. Children walked to a local school on the school drop offs and pick-ups. The child minder was consistent in managing interactions and was calm and reassuring with the children. She talked calmly to them about expected behaviour and encouraged awareness of social responsibility from an early age by asking children to help tidy toys away prior to snack and lunch times and also reminding them about appreciating the toys and equipment provided for them. She was involved in children's play, sitting on the floor helping children to set up jigsaws, car and trucks and encouraging them to find the appropriate flash card when she stated an item. She praised children when they were successful at a task especially during the flash card activity where we heard her say '*how clever*' '*well done*' and '*aren't you clever*'. Discussion with the child minder, our observations and her records showed she planned a wide range of opportunities and activities to extend the children's learning and play. This included significant time out of the home, meeting other child minders and attending playgroups, library, beaches and park. The child minder knew the children well. We saw she followed children's individual routines and preferences, noting when a child was tired and ready for a sleep. The child minder was skilled in meeting their needs and ensured the children were busy with experiences they would enjoy. She provided children with resources and activities that were appropriate for their age, supported their learning and development and kept them interested. Where possible the child minder promoted the Welsh language through colours, numbers and songs, but she was unable to provide the 'Welsh Language Active offer'. The child minder kept development records of all pre-school children. They were comprehensive and well recorded, they were recorded on each child's profile on an app called 'I Childcare' and followed the early years outcomes. Each parent has a unique log on and can view regular observation records about their children.



### **3. Environment**

**Good**

#### **Summary**

The environment is safe and secure with relevant checks completed and risks managed well. The property is clean and well maintained. There is a large garden, which children can enjoy. There is sufficient space for the children to rest, play, learn and develop within a learning environment. The child minder provides a wide range of toys and stimulating resources for the children's learning and development.

#### **Our findings**

The home was secure with both front and rear doors locked. Relevant checks such as gas safety certificates had been undertaken. There were comprehensive risk assessments on all areas of the home and activities undertaken in and out of the home. However, there was no evidence to confirm regular review. The child minder was very safety conscious, for example, ensuring she closed all safety gates as she moved back and forwards from the kitchen. She also discussed plans to put a small fence in the garden to ensure children were safer as there was short drop from the lawned area. The well-maintained environment had hazards eliminated or managed well. For example, there were safety gates at the bottom of the stairs as well as across the kitchen door. All medicines, first aid and cleaning materials were stored away safely. Resources with small parts that might pose a choking hazard were out of reach of younger children. There was a reasonable amount of space but the child minder discussed with us plans to provide a dedicated play space in the New Year, to ensure better outcomes for children. The current dining room had some role-play areas such as a kitchen area and a bookcase which she wanted to develop into a reading corner. Toys are stored in boxes in low storage units with pictures on them and on shelving. Children could access these themselves but the child minder told us that she also rotates toys at low level to maintain children's interest. There were comfortable sofas in the living room where children could relax and rest. Infants slept in either a travel cot or buggies dependent on their preference. Older children who needed a sleep could do so on the comfortable sofas in the living room. The child minder ensured that the property both indoors and outdoors was welcoming and child friendly and it was clean and tidy. Children sat in high chairs and booster seats at meal times if needed, older children sat at the dining table. A potty, toilet training seat and step were available for the children to access the toilet independently when able. The garden at the rear of the property had a paved area and a large lawned area set up for play. Walls with a padlocked gate securely enclosed the garden. The child minder checked the garden each morning to ensure it was clean as they had a family dog. There was a playhouse, trampoline, slide, and bikes, scooters, sit and ride cars as well as balls and bats. Additional equipment such as age appropriate car seats, high chairs, buggies, and child-sized furniture complimented the service provision.



## **4. Leadership and Management**

**Good**

### **Summary**

The child minder manages her service well and ensures documentation is up to date and well organised. She intends to gain the views of parents and children when evaluating her service within the next six months. The child minder's core training is up to date. She shares children's progress with parents regularly.

### **Our findings**

The statement of purpose reflected that the child minder had a clear vision for her service; this allowed parents to make an informed choice about the care on offer. Policies and procedures, child records, register and other documentation was up to date and very well organised. The child minder used an App called 'I Childcare' that held all of this information. Each parent had a unique log on and digital signature; therefore, all core policies, accident and medication records, consents etc. are signed within the app. Each time the child minder updated a child's record it sent an alert to the parent and identified any action they may need to take. All policies had been dated showing that they were subject to regular review and reflected current practice. The child minder was fully aware of regulations and national minimum standards and ensured that she complied with them. The child minder was reflective and keen for feedback to make changes, which would improve the experiences and outcomes for the children. She intends to gather the views of parents and children about the service she offers in the next few months, as she will have been operating for a year in June 2020. The child minder had ensured all of her core training was up to date including first aid, food hygiene and safeguarding. She ensured that her Disclosure and Barring Service (DBS) certificate was up to date and that household members over the age of 16 had up to date checks. The child minder shares photographs of children via WhatsApp or on 'I Childcare'. Parents have given consent for this. She kept in regular contact with them through texts and WhatsApp; this allowed her to share information on children's progress and reassure parents that their child was happy and enjoying the activities. The child minder has established effective partnerships with other local child minders and finds this support and encouragement invaluable in her first year of practice. Public liability insurance was in place and valid as was her car insurance. The vehicle will require an MOT next year. Recently the child minder has registered to provide the 30-hour childcare offer, which will benefit working parents of three and four year olds.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that the child minder;

- Provide evidence of regular review of risk assessments.

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

This was a scheduled, short notice post-registration inspection. One inspector carried out the inspection on Wednesday 18 December 2019 for a period of approximately 3 hours and 45 minutes. During our visit, we;

- observed the children and the care they received;
- looked at a wide range of records;
- looked at policies and procedures;
- looked at the risk assessments and insurance certificates and
- provided verbal feedback 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	Lucy Raddenbury
Registered maximum number of places	8
Age range of children	0 -12 years
Opening hours	8am - 5.30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection
Dates of this inspection visit(s)	18 December 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 their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information:	

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