



Childcare Inspection Report on

Beverley Old

Newport



Date Inspection Completed

13/09/2019

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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

The child minder operates her service from her home in Newport, where she resides with her children. She 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 6:00pm throughout the year. Children have access to the ground floor areas of the home. Care is provided through the medium of English. During our inspection visit there were three minded children present aged under eight years.

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 enjoy their time at this service and are making good all round progress. The child minder is very attentive to their needs and provides a good range of opportunities for them. The environment is well-resourced and laid out for the age range of children cared for. All required records are in place, with effective processes in place to enable the child minder to organise her business effectively.

2. Improvements

No areas of non-compliance were identified at the child minder's previous inspection. The three recommendations that were raised have been met. These relate to safe storage of a rotatory drier, improving the uncollected and lost child policy and revising hand drying facilities.

3. Requirements and recommendations

At this inspection we made a recommendation for the child minder to further consider how she can meet children's Welsh language needs. This is highlighted in more detail at the end of this report.

1. Well-being

Good

Summary

Children direct their own play and learning and are confident communicators to voice their needs and opinions. They are settled in the care of the child minder and relaxed in her home. Children have formed close friendships and interact positively with one another. They are developing good all round skills, in line with their age and stage for development.

Our findings

Children are free to make choices and decisions. They choose what they would like to do, areas they want to play and equipment they want to use. They confidently approach the child minder for general conversations and to ask for help. For example, we saw them asking the child minder for extra resources and for help within their play. They took pride in their achievements, showing their work to the child minder. They are enabled to voice their opinions and included in all aspects of their care. The child minder told us that they join planning discussions, to contribute their ideas for activities, suggestions for boundaries within the setting and risk assessing areas, developing their awareness of safety. They also have a suggestions box that they can freely access to communicate feedback to the child minder.

Children are happy and relaxed in the care of the child minder. They have good levels of resilience to settle quickly, coping well with separation from their main carers. Some of the children have not been attending for long, but they have begun to form positive relationships with one another. They decide and comply with socially acceptable boundaries set by the child minder. As such, we saw them enjoying one another's company and playing co-operatively together.

Children enjoy their play and learning. They engage in long periods of uninterrupted play when they enjoy immersing themselves in role play. We saw them playing together with small world toys talking in different character voices to each other; following each other's ideas for the make believe worlds they were creating. They were free to explore their environment safely, alternating between playing in the living room, playroom/conservatory and garden. They told us they enjoy attending and talked about what they like to do, including crafts. We saw the children accessing a variety of activities, which enriched their learning through play. They can use a good range of media and materials to develop creatively. We saw them drawing pictures, practicing using scissors to cut paper and moulding play dough, developing their fine motor skills. During Lego building, the child minder encouraged them to find different colours and the children enthusiastically picked corresponding bricks to build their creations. They had unlimited access to outdoor play promoting their physical activity, because the back door was kept open. We saw them playing in the garden in the mud kitchen, play house, on ride on toys such as scooters and

using bubble wands. When a child arrived back from school, they chose to have their packed lunch outside, benefiting from the fresh air and choice to decide where they wanted to eat.

Children are developing good levels of independence, in line with their age and stage for development. We saw children access the toilet independently, feed themselves meals and snacks, access equipment, put their own shoes on and follow directions, such as to tidy toys away and wash their hands at appropriate times. They are motivated and follow their personal interests.

2. Care and Development

Good

Summary

The child minder fully understands her responsibility for keeping children safe and has robust procedures in place. She has established boundaries within the setting and sets high expectations for behaviour, to effectively guide children's interactions. The child minder plans a good variety of play and learning opportunities to meet all children's development needs.

Our findings

The child minder is experienced in her role. She has effective policies and care practice measures in place, to safeguard and promote the welfare of all children in her care. Safeguarding has a high priority and as such the child minder ensures that her safeguarding training and knowledge is kept up to date. She has a detailed associated policy in place, as well as a separate 'Prevent' policy, which is regarding a government strategy to help protect children from extremism. Further training she has undertaken to enable her to carry out her role successfully includes food hygiene, paediatric first aid, and introduction to supporting children's speech, language and communication, learning through play and Welsh for nursery age children. However, we did not observe any spoken incidental Welsh or use of Welsh language resources during our inspection. Children have access to some Welsh books and the child minder told us that she takes them to play groups that sometimes hold Welsh story and singing sessions. She told us that she would like further opportunities to attend Welsh courses to develop her confidence to use spoken words and short phrases with the children. Fire drills are practised monthly and recorded, including details about the children in attendance, to ensure that they all receive sufficient practice. We viewed the child minder's accident, incident and medication records and noted that they are well completed and monitored. The child minder promotes healthy lifestyles, providing the children with fresh drinking water, accessible to them in their own drinking containers, and healthy fruit snacks. Physical activity is encouraged, as the child minder takes the children on frequent trips out, such as to soft play centres and the local parks. She has appropriate resources in the garden and encourages walking whenever possible, such as to and from school and to access nearby facilities, such as the library.

The child minder is skilled at implementing boundaries. She includes children in discussions about the house rules, so that they are fully understood. They are clearly documented in her behaviour management policy. We observed her taking a calm and direct approach with the children, so that they understood what was expected of them. For example, she reminded the children to wait to ask questions without interrupting others discussions, and asked them to tidy away toys to make space for more. She also recapped and reinforced boundaries with the children. For example, she discussed in a light hearted way with a child whether they usually ate their sandwiches first or as a last item from their lunch box. The

child discussed what they did at school, but when prompted for what they did at the child minders, they smiled knowingly and said they ate their sandwiches first. We also saw the child minder giving the children lots of positive feedback for their achievements, nurturing their needs for praise and encouragement.

The child minder plans a good range of activities to promote children's play, learning and development. She has a good understanding of their needs and uses the Foundation Phase Curriculum, to devise planning sheets identifying activities across the seven areas for learning. Assessment records are in place, including observation sheets and scrapbooks containing example pieces of the children's work and photographs of them engaging in activities, with accompanying annotations of their learning. Children's individual next steps for learning are displayed on feet cut outs on the window in the play room, as a reference for the child minder to keep children on track. They are also highlighted in the children's individual files.

3. Environment

Good

Summary

The child minder's home is well maintained with all safety aspects carefully considered, to provide a safe and suitable space for operating a child minding service. It is resourced with a good variety of equipment and furniture, to meet the needs of all children.

Our findings

The child minder has effective measures and procedures to ensure the safety of children's environment. Public liability insurance is up to date. Robust written risk assessments are updated every 6 months, for all areas of her home, garden and outings. Safety equipment is in place, including smoke detectors, stair gates and a fire blanket and extinguisher. Mandatory annual safety checks are completed on all gas appliances, with the last certificate expiring 3 January 2020, ensuring that they are all safe to use.

The child minder ensures the suitability of the environment for child minding. The home is free from clutter and the layout is designed to promote children's independence. They have plenty of space to play alone or with others and to access resources independently. They have full use of the ground floor. The conservatory provides the main play space, with a patio door opening out to the secure garden for children to freely choose indoor or outdoor play. Plenty of storage was in place to house the outside resources. Indoor resources are stored in accessible storage for the children to independently help themselves. Furniture is available for them to rest and go about their day to day activities and care tasks. There are sofas for resting. Depending on the ages of the children, there is a high chair and full sized and child height tables and chairs for them to sit at for table top activities and eating meals and snacks. A step is in place for them to access facilities, such as the sink, and a potty.

The resources and equipment we saw were all clean and in good working order. There was a large variety to suit all age ranges, including resources to support children's awareness and understanding of different cultures and disabilities.

4. Leadership and Management

Good

Summary

The child minder is knowledgeable about her regulatory responsibilities and keeps up to date with best practice. She annually reviews her service to identify areas for improvement, when necessary. Good processes are in place to promote partnerships with parents.

Our findings

The child minder runs an efficient child minding service with all required paperwork and processes in place. She consistently audits records to ensure that they are accurately kept, as evidenced by the dates added to documents, such as policies, contracts and risk assessments. We viewed the statement of purpose and saw that it covered all aspects of the changes to the regulations and how the business operates. Children's attendance times are recorded accurately on individual register sheets. A detailed complaints procedure is in place, including a suggestions box for older children to communicate their views and feedback. Since the last inspection, no complaints have been received. We viewed Disclosure and Barring Service checks and found they were in place for all household members over the age of 16. Processes are in place to support communication with parents, to keep them updated about their child's care. Daily diaries are in use with younger children, including information about their primary care tasks and activities. The child minder is always available for discussions at the beginning and end of sessions and also communicates via 'WhatsApp' (a text messaging service), to share information and photographs.

The child minder ensures that there are robust systems in place to monitor and evaluate the service. A quality of care review has been undertaken and the report identified the improvement journey and plans going forward. Improvements made include attending non-regulatory training courses and securing a safe space in the garden for children to play. The child minder has in place plans to acquire further resources to promote children's creative development, including a water wall and a trellis for them to thread ribbons. Parent's and children's feedback contributing to the review, indicate that they are very happy with the service provided to them. Their comments reflect that the child minder is reliable and flexible and that they are happy with the communication, outings and activities planned for their children. The child minder acted upon a request for further discussions on a child's progress, indicating that she is reflective and motivated to accommodate parent's needs. We had the opportunity to speak to a parent, who was very happy with the care of their child and information shared by the childminder. It was evident from discussions and records that detailed contracts are completed before children start, including the expectations of both parties. Flexible settling in sessions are offered according to parents and children's requirements.

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 with the child minder ensuring that children's Welsh language needs are consistently met.

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 three children in her 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 and a parent 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

7. About the service

Type of care provided	Child Minder
Registered Person	Beverley Old
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	Monday to Friday, 7:30am to 6:00pm throughout the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	28 December 2016
Dates of this inspection visit(s)	13 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:	

Date Published 10/12/2019