



Childcare Inspection Report on

Kelly Wilkinson

Cardiff



Date Inspection Completed

03/02/2020

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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 child care service from her family home in the Whitchurch area of Cardiff. She provides care weekdays from 7:30a.m. until 5:30p.m. She is registered to care for up to six children at any one time. Places are offered to children from birth to 12 years. Children have access to a designated playroom, the living room, downstairs bathroom and supervised access to the kitchen. There is a large, level garden for outdoor activities. The main language of the service is English with good use of incidental Welsh.

Summary

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

1. Overall assessment

The child minder has a well established business and she has developed good relationships with parents. Children enjoy themselves and feel safe and secure in her care. The home offers good play space and there are suitable separate areas for relaxation. The child minder has many resources which support children's routines and there are plenty of age appropriate toys, games and equipment to keep them occupied and entertained. Paperwork is well organised although some documents require updating.

2. Improvements

Since the last inspection the child minder has reflected on her practise and updated her mandatory training.

3. Requirements and recommendations

There were no areas of non compliance identified during this inspection. Good practice recommendations, mainly in relation to leadership and management are discussed in the body of the report and summarised in section five.

1. Well-being

Good

Summary

Children at the service are happy, settle well and have a strong voice. They benefit from a wide range of activities that appeal to their interests. They have good opportunities to develop independence. Resources can be accessed independently and they have plenty of variety and choice. Children interact well and have formed positive relationships with peers and the child minder.

Our findings

Children express their wishes with confidence and are happy to speak up as needed. The child minder understands their preferences and feelings and children make appropriate choices because they are aware of the options available to them. Children approach the child minder with ease to ask for assistance and their wishes are valued. One child was in the early stages of learning how to communicate their needs effectively and we saw the child minder pre-empt what was required because she knows the child well.

Children form strong and close relationships with the child minder. They respond positively to the nurturing and responsive care provided by her. Children go to her when they need reassurance and comfort and clearly benefit from the tenderness shown to them. Children form friendships with others who are in the same school and this provides an added dimension for them which they value and enjoy. They have a strong sense of belonging to the service and look forward to attending. Children's introductions to the service depend upon when the child and parent is ready and this can be extended as needed.

Children interact well and are forming positive relationships. They play happily together or alongside each other appropriate to their age and stage of development. Children are becoming sensitive to the needs of others. Older children who provide encouragement to younger children are viewed as role models. This contributes to the positive relationships and friendly atmosphere which exists within the child minder's home. Children respond well to requests from the child minder for activities such as tidying up and are polite and respectful.

Children engage in play-based activities that interest them. Children spent most of their time enjoying free play with items that kept their attention. These included building blocks and toy cars. One child particularly enjoyed the colour sorting activities set out by the child minder, and they persevered for a significant amount of time to complete them.

Children are developing in confidence and learning through play. Younger children are free to explore areas within the home interacting with a variety of play equipment. Children

benefit from opportunities to develop their self-help skills, such as putting on their own shoes and coats and finding their belongings. Pre-verbal children are introduced to new vocabulary. As they played, the child minder gave a description of the things they did together.

2. Care and Development

Good

Summary

The child minder ensures that children are kept safe and healthy. She is knowledgeable about how to meet individual needs and plans interesting activities to promote their learning and development. Appropriate procedures are in place to identify risks and where possible eliminate them. The child minder ensures that relevant training is up to date. She has a good understanding of safeguarding procedures and ensures that this is at the heart of the service.

Our findings

The child minder ensures children's health and safety needs are met effectively. She is an experienced practitioner and has the skills and knowledge to keep children safe. She understands her responsibility to monitor any concerns and refer to the appropriate authority if necessary. She has completed child protection training and intends to complete Prevent training (Prevent is a government strategy to protect children from the dangers of extremism and radicalisation). Accidents and incidents are well recorded and a record is kept of any existing injuries of children. The child minder holds a current paediatric first aid certificate. The medication policy is managed effectively and parents sign each time medication is administered. The child minder promotes healthy lifestyles by ensuring that children are offered fresh, nutritious snack that includes fruit and vegetables and milk or water as recommended in the Welsh Government Nutrition Guidelines for childcare services.

The behaviour management policy is consistently implemented. The child minder uses positive behaviour management strategies to promote children's welfare. She takes into account the age and developmental stage of children and understands that these factors can affect children's behaviour. The child minder spends time listening to children and gives them individual attention as needed. She gives praise to children for helping and good behaviour and uses distraction techniques to refocus children when needed. The child minder is a calming influence and a positive role model who minimises any difficulties for children effectively.

The child minder has well established methods to capture children's needs and she plans to meet these identified needs. Families are encouraged to complete routine information (all about me forms) on enrolment, which identifies likes, dislikes and particular interests. Settling in visits are encouraged and the child minder is flexible to suit the needs of the family. Activity planning is informal. The child minder prefers to allow children decide what to do and follows their lead.

Children's development is observed for all pre-school children in her care. The child minder undertakes observations and completes a development milestone tracker. However, the tracker does not take into account planning for next steps in children's development. Through conversation with the child minder it was evident that she knows the children very well. Use of the Welsh language is good.

3. Environment

Good

Summary

The environment is safe, secure and affords appropriate space for the number of children. Children have access to good quality resources that are age appropriate and appeal to children's interests. The premises are well maintained and in good decorative order. Risks are assessed and where possible eliminated.

Our findings

Children are cared for in a safe, clean and secure environment. There are written safety guidelines in place for observing risks inside and outside the home. Through our observations and discussions with the child minder it was evident she is safety conscious. The home is kept secure with doors locked. Registers for children's attendance including times of arrival and departure are in place and a record is kept of visitors to the house. There are various written safety logs including, smoke alarm tests and daily safety checks. Practice fire drills are carried out regularly and contain a record of any actions which could improve the process. A fire blanket is wall mounted in the kitchen. The premises are very well maintained and an annual gas safety service is carried out as required.

The child minder's home is child-centred, warm and welcoming. There is suitable seating to allow children to eat meals together. There are also highchairs and a small table and chairs available for younger children. The home benefits from good natural light and the storage for resources is at a suitable height for most children to access independently. Resources and toys are well organised, although storage boxes are not labelled to enable children's choice and language development. The garden is accessed through patio doors and the child minder told us that when the weather is suitable the children have free flow access. It offers a large, level play space where the children can enjoy water play and physical activity. The bathroom is located on the ground floor and we saw the child minder supervise younger children to use the area, whilst also respecting their privacy and ensuring good hygiene.

The play room is equipped with an excellent range of resources. We noted that they were clean and complied with relevant safety standards. Resources provided by the child minder are suitable for the needs of children and we saw activities and games are age appropriate and offer variety and choice. These support their learning and development and include games, puzzles, books, construction toys and role play resources. The child minder plans activities to celebrate cultural and seasonal events and ensures children experience a wide

range of interesting opportunities. Children have access to Welsh language books and a small selection of multicultural resources.

4. Leadership and Management

Adequate

Summary

The child minder manages her service efficiently with due regard to the National Minimum Standards (NMS) and the Child Minding and Day Care (Wales) Regulations. She is well motivated and open to new developments. She demonstrates confidence and skill to promote positive outcomes to children and their families. Some documents are in need of minor amendments.

Our findings

The child minder manages her service well. Policies and procedures are child focussed and detailed. However, policies are not dated to evidence regular review. There is a clear statement of purpose which includes all regulatory information, although it lacked detail on arrangements for dealing with emergencies, arrangements to review, and CIW's role in dealing with complaints. Documents such as car insurance, MOT and child minder's insurance were seen to be in date. The child minder ensures that her training is up to date and all mandatory training is updated in a timely manner. She also attends training on good practice issues when possible. For example, 'Language and Play'. Outcomes for children are regularly monitored to ensure that they are developing in line with their age and stage of development.

Suitable self-evaluation systems are in place. The child minder has established methods for consulting with parents, gathering feedback from children and reviewing her practice. An annual quality of care report has been completed, although it did not fully reflect the views of parents and children. A complaints policy is in place, outlining how parents can raise concerns, it did not detail procedures for concurrent investigation. The child minder was keen to hear our views as part of the inspection and demonstrated she valued recommendations which can help improve the service.

The child minder has suitable contingencies in place. Parents provide consent for a named child minder to care for the children in the event of an emergency. She does not employ any assistants but she works closely with other local child minders. They share good practice ideas and professional support. Resources are routinely checked and replenished. A Disclosure and Barring Service (DBS) check is in place for the child minder.

Partnerships with parents are well established. We saw a wide range of positive comments and thank you cards from parents. They indicated how happy they are with the service and the care their child receives. Daily communication is available to parents through an 'app'

and the child minder provides verbal feedback to parents at the end of each day. A detailed information pack is provided for all parents on enrolment. This provides them with a good overview of the service they can expect to receive. The child minder has established links in the local community, making use of the library, parks and toddler groups.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were discussed:

- Implement a system to identify and plan for children's next steps in their learning and development;
- complete Prevent training;
- consider labelling storage boxes bilingually to aid children's choice and language development;
- update the statement of purpose to detail arrangements for dealing with emergencies, arrangements to review, and CIW's role in dealing with complaints;
- update the complaints policy to detail procedures for concurrent investigation and date all policies to evidence regular review; and
- ensure that the quality of care report reflects the views of children and their parents.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal scheduled inspections.

The inspection was announced at short notice to ensure the child minder's availability.

We:

- observed the child minder's practice and her interactions with children;
- spoke to the child minder about her service;
- reviewed all information held by CIW;
- reviewed feedback from parents within the child minder's quality of care review;
- examined a range of documentation including policies, procedures, daily records, several children's files and other relevant records maintained as part of the service;
- undertook a visual inspection of the areas used for minding, and
- provided formal feedback via telephone on 3 February 2020.

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	Kelly Wilkinson
Registered maximum number of places	6
Age range of children	Birth to 12 years
Opening hours	7:30am – 5:30pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	1 February 2016
Dates of this inspection visit	3 February 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	

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