



# Childcare Inspection Report on

**Christine Coles  
Cardiff**



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## **Description of the service**

Christine Coles is based in Creigiau outside Cardiff. Her service is provided from her home and operates five days a week from 7.30am until 5pm. The child minder is registered to care for a maximum of ten children and she has been registered since April 2002. The service is provided through the medium of English with incidental Welsh used every day.

## **Summary of our findings**

### **1. Overall assessment**

We found that children using this service enjoy their time and are happy to attend. They are able to make choices over their play and they have access to a wide and suitable range of play resources. Children enjoy a warm relationship with the childminder in an environment which is tailored to meet their needs and is fun. Parents and children benefit from a reliable service which meets all regulatory requirements. Children are safe can learn, play, and become independent.

### **2. Improvements**

None noted at this inspection.

### **3. Requirements and recommendations**

We recommended the following:

- To carry out regular fire drills and keep a record;
- To update statement of purpose and policies to reflect the change from CSSIW to CIW and,
- To improve the format of the quality of care report to meet regulatory requirements.

# **1. Well-being**

## **Summary**

The children were happy and confident they enjoyed a range of activities and benefitted from the calm and reassuring care provided by the childminder. Children enjoyed the warm and comfortable child focussed environment which enhanced their play and learning experiences. The children responded positively to guidance from the childminder and we saw her praise good behaviour, good manners and sharing. Children are able to relax and learn from a child minder who is a positive role model.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are encouraged to speak and express themselves and their views are valued by the child minder. They are encouraged to make choices about their play. Children were happy to play with their favourite toys and knew where everything was kept in the dedicated play room. Children chose to play with push along toys, musical instruments, especially a trumpet, and the toy farm and kitchen. Although there is activity planning in place, children are able to influence their choices because the child minder is flexible and will meet their requests for activities. Children asked the child minder if they could get the playdoh which was agreed, and told us “we love playdoh”. Children chose to sing a peppa pig song, and joined in with actions when the child minder sang “the wheels on the bus” laughing and dancing throughout.

Children are able to make choices and their voices are heard.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are secure, comfortable, happy and relaxed in the care of a child minder with whom they have developed a warm relationship since infancy. Strong links have developed between the children and the child minder and we saw that they were praised and encouraged in all their activities. We saw that the children were happy and confident to approach the child minder and chat with her whilst they played. The children expressed enjoyment, and we saw them smiling and laughing amongst themselves.

Children are well settled, happy, confident, and feel valued.

### **1.3 How well do children interact?**

Children manage their behaviour, cooperate, take turns and share. The children were well behaved, polite and enjoyed interacting together and with the child minder during the inspection. The children also interacted with us and asked questions or brought us their

many creations from playing with playdoh. We saw that they showed affection for each other and the child minder either holding hands or with spontaneous hugs.

Children manage their behaviour and enjoy warm and positive interactions.

#### **1.4 To what extent do children enjoy their play and learning?**

Children are interested and excited in their play which is very much led by them. They were happy to learn from the child minder how to make shapes or a tower from play dough and were content to play on their own or join a game or show each other their colourings. Children enjoyed singing songs and learning the words with the childminder in an atmosphere which was happy and relaxed and good fun.

Children enjoy their play and learning, sustaining interest in their play and gaining a sense of achievement from it.

#### **1.5 How well do children develop, learn and become independent**

Children showed their independence by bringing out the resources they wanted and asking to use the bathroom when needed and then washing and wiping their hands. They were happy to tidy up toys before their lunch and chose where they would sit at the table to eat. Children were responsive to help from the childminder during their activities and were eager to learn, for example, how to make a tower out of play dough or recognize food from the toy kitchen. They told us all about the fruit and vegetables and were proud to recognise all their colours.

Children are making progress, and are confident and independent.

## **2. Care and Development**

### **Summary**

The child minder provides a good variety of activities which the children enjoy and find interesting. She respects the children in her care and the decisions they make. Children remain safe and healthy because the child minder has a good understanding of her responsibilities enjoys caring for the children, and her knowledge of their families enhances their overall well-being.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder ensures that the service's policies and procedures are well implemented to support the health, safety and wellbeing of the children in her care. The child minder had good knowledge of child protection issues and talked us through the process of escalating any concerns. The child minder promotes good hygiene and the children were gently reminded to wash and dry their hands after using the bathroom before and after meals or if they had sticky hands. The child minder had a good system to record medication that is administered, along with a record of any accidents. Fire drills were carried within the last six months and the child minder told us that she talked to all the children about what to do in emergency, fire equipment was accessible. The child minder kept an up to date record of attendance and met the requirements of the NMS in terms of ratios.

The child minder keeps children safe and healthy and there are policies and procedures in place to support this but fire drills with children need to be undertaken at least once every six months

#### **2.2 How well do practitioners manage interactions?**

The child minder is a good role model. She is calm and reassuring and uses a consistent approach to managing behaviour. We did not see any significant issues of unwanted behaviour during the inspection and the child minder was positive and warm in guiding the children. We saw her praise good behaviour, good manners and sharing, both in English and Welsh, which the children responded to with smiles and laughter.

The child minder manages interactions effectively and this has a positive impact on children's well-being.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

The child minder provides a nurturing and caring environment in which children's free choice of play is promoted and their needs are met. The child minder responded to the children with affection and the children were very comfortable in her care. The child minder plans activities ahead for example to reflect seasons or annual celebrations and we saw pictures of the children making birthday cards, celebrating Halloween and starting to make Christmas decorations. The child minder is aware of the foundation phase and is mindful of this when planning activities.

The child minder has a good understanding of children's individual needs and effectively promotes children's well-being through play and learning.

### **3. Environment**

#### **Summary**

Children benefit from an environment which meets their needs. They are able to access a variety of resources indoors and are familiar with the lay out of the play area. Children are comfortable and have suitable furniture to use when playing. The play area is used for most activities; messy play, creating cards or paintings to take home, playing with toys and general free play. The living area is available for bigger toys also and the child minder has maximized the space available to the children. The garden is safe and secure and the children told us they love playing with all the equipment especially sand and water.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

The child minder ensures that all areas used by children are safe and well maintained. The child minder had identified and addressed risks in her home and risk assessments are undertaken. The front door was locked and a visitor's book was available to sign. Smoke alarms and a fire blanket were in place and accessible, and evacuation explained to the children. All insurance cover was seen and was up to date.

The child minder checks and ensures the safety of the environment for children in her care.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The child minder provides an environment which is well decorated and is very welcoming, with space available for children to play and learn. The child minder has designed the layout of the play area to maximize the space for learning or playing. Children can move from one activity to another easily. They have suitable table and chairs for eating and table top activities. There is comfortable furniture in the living area for relaxing, reading books, singing songs together with the child minder or just for a cuddle. Children have access to a wide range of toys and equipment that are suitable to their needs.

The child minder provides an environment which is well resourced and suitable for children to explore and enjoy.

##### **3.3 How well do leaders ensure the quality of resources and equipment?**

The child minder routinely quality checks the toys and resources so that they are safe and well maintained. The resources and equipment available are up to date and reflect the

popular trends of the day for both boys and girls. Children also benefit from new books and toys whenever possible.

The child minder rigorously checks to ensure resources and equipment are of a good quality.

## **4. Leadership and Management**

### **Summary**

The child minder provides a very reliable service that is very well organised. A good range of policies and procedures are in place which outline the service and this ensures that parents are well informed about what to expect before the children are placed in the child minders care.

### **Our findings**

#### **4.1 How effective is leadership?**

The service is well run, organised and efficient. The child minder's Statement of Purpose is clear and she confirmed that it is shared with parents. Policies and procedures are also available for parents to read or take home and are reviewed annually. Many children had been cared for by the child minder since infancy and so had developed, learned new skills and independence in a secure and familiar environment. From the records available we saw that the child minder has a good knowledge of the National Minimum Standards for Regulated Child Care and she ensures her policies are appropriate and meet requirements. The child minder has good recording systems in place in relation to recording accidents and incidents and the administration of medication

The service is run efficiently through good leadership and management.

#### **4.2 How effective is self evaluation and planning for improvement?**

The childminder reviews her service annually in order to complete the quality of care report. She has devised questionnaires for both parents and children, all comments were positive and we saw cards and letters from parents showing their appreciation to the child minder for the care she provided. The child minder will start to develop a more substantial quality of care report in order to plan for improvement.

A more formal approach to self evaluation and planning for improvement needs to be developed.

#### **4.3 How effective is the management of practitioners, staff and other resources.**

The child minder is effective in managing her own time and has a wide range of skills to provide a home-based child care service. She plans activities responsively to ensure that children's needs are always met in a timely manner. The calm and relaxed care environment has a positive impact on the children's mood and their interactions. There are contingency plans in place to deal with emergencies. The child minder has strong links

with other local childminders who have a reciprocal agreement in place to help should it become necessary. The child minder and members of her household have current Disclosure and Barring Service (DBS) checks in place. Safeguarding hygiene and first aid training was up to date.

The service is well organized and this has a positive impact on children's experiences.

#### **4.4 How effective are partnerships?**

Children's needs and preferences are identified well and parents know how these will be met. The child minder told us that when a child first starts with her, a child record form is completed by the parents so that the child minder has all the information necessary to be able to provide care to the children and meet their needs, such as the child's likes and dislikes, routines and development. We examined these records and found them to be up to date and in very good order with detailed information on all children cared for. The child minder gives verbal feedback each day to parents and also sends photographs of the children's activities.

Parents are happy with the information provided which is reflected in their comments from the quality of care process as well as the many thank you cards from parents and children.

Partnerships are strong.

## **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 the following;

- When polices are next reviewed, change references to CSSIW, to CIW;
- update statement of purpose;
- further develop the quality of care report and
- undertake more regular fire drills which are recorded.

## 6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service for approximately four hours. We:

- Observed the children and the care they received;
- talked to two children;
- looked at a wide range of records;
- had discussion with the child minder;
- looked at responses from parents in respect of the care their children received in response to the questionnaires from the quality of care review.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Christine Coles
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7:30am to 6:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 June 2015
Dates of this inspection visit(s)	29 November 2018
Is this a Flying Start service?	No
Is early year's 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 which 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" strategic guidance for Welsh Language in Social care.
Additional Information:	