



Childcare Inspection Report on

Ronwen Rees

Carmarthen

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

24/09/2019

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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

Ronwen Myfina Maisie Rees, known as Maisie, has been a child minder for over 35 years and registered with the Care Inspectorate Wales since 2002. She operates from her home in Carmarthen. She provides care for up to six children when working alone and up to nine children when working with her assistant, who is her husband, namely Mr Clive Rees. The hours of operation are 7.30am to 6pm Monday to Friday. The language of care is Welsh.

Summary

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

1. Overall assessment

Children are cared for by a kind and gentle child minder, who is a grandmother figure to them. Children are well settled and have formed positive attachments to the child minder. They are looked after in a safe and comfortable environment with a small area for outdoor play. Parents are very happy with their children's care and the service that is provided. The child minder keeps the required documents and manages the service adequately.

2. Improvements

None

3. Requirements and recommendations

We made some recommendations that can be found in point 5.2 at the end of the report.

1. Well-being

Good

Summary

Children are well settled and evidently enjoy their time at the service. They enjoy self-directed play experiences. They have a strong voice and express themselves confidently. They interact well with each other and play together happily.

Our findings

Children constantly make decisions on their actions and activities. They decided what they wanted to play and moved confidently from one activity to the next. For example, on arrival one child decided to complete a jigsaw they had brought with them. The child concentrated for some time completing the jigsaw many times before moving from the kitchen to explore the toys in the living room. They confidently asked for assistance when needed. For example when they had eaten the majority of their yogurt they asked for help with the last spoonful.

Children are very familiar with routines and environment. They knew where to find resources and helped themselves. For example, children took out trains from a box in the living room and happily attached carriages and named the animals on the train before pushing the train around the living room floor. They sang contentedly to themselves as they played. Children arrived happily at the service and cheerfully waved goodbye to their parent/carer. They excitedly showed the tower they had built to the child minder and beamed with pride as they received praise. They talked happily about other children who attended the service and which toys they liked to play with.

Children mostly played happily together and shared resources with each other after prompts from the child minder or her assistant. They are developing friendships. For example, one child became animated when another child arrived and jumped up and down, smiling broadly at their friend. Another child patted a friend's arm when they had completed a jigsaw. Children collaborated and handed toys to each other to build a tower. Children are well settled and they sat in the child minder's lap at various times during our visit before happily returning to play.

Children enjoyed following their own interests and initiating their own fun activities. They enjoyed building towers and laughed heartily as the blocks fell. They used the blocks successfully to create a dinosaur and persevered with their play. For example, they attached the carriages of a train and named the different animals. When the carriages came loose they said "Uh oh" and persevered to reattach the carriages many times. They filled boxes with blocks and carried them to the kitchen to play before refilling the box and going outside to play. One young child completed a forty piece number jigsaw with no assistance.

Children had opportunities to develop their individual skills and independence. They ate their breakfast and lunch independently using small cutlery. Children tidied up at various times during our visit without being prompted and washed and dried their hands independently with the child minder on hand to offer assistance when required.

2. Care and Development

Adequate

Summary

The child minder keeps children healthy and safe and manages behaviour positively. She does not formally plan activities or track children's development.

Our findings

The child minder had an adequate understanding of child protection procedures and had up to date training. She sufficiently outlined her response if she had any concerns. Records were available to evidence regular fire drills. She had up to date first aid training and was booked to attend food hygiene training. She had safety equipment in place such as a fireguard surrounding the fireplace. Children had access to a small outside area. The child minder prepared a beef dinner including carrots and swede mash, beef, mashed potatoes and gravy for the children at lunch time. The children ate heartily.

The child minder was gentle and patient with the children. She gave the children all of her attention when they spoke and gave them plenty of time to complete tasks themselves. She praised children for being kind to one another and for sharing as well as when they completed a task. For example, when a child completed a jigsaw she said, "Good boy. Pwy sydd yn glyfar?" When children became a little rough when dismantling a jigsaw, the child minder gently reminded them they would all be sad if the jigsaw broke. The children reacted positively and dismantled the jigsaw carefully.

The child minder was caring and affectionate with the children in her care. She knew the children well and spoke confidently about their likes and dislikes. She collected information regarding children's dislikes, fears, comfort items and special words prior to them starting at the service to enable her to meet their individual needs. A parent we spoke to said that leaving their child with the child minder and her assistant was like leaving their child with their grandparents. The child minder did not keep formal records of children's development as the majority of children attended other educational settings or were only with the child minder for short periods before or after school. A parent told us that they wanted their child to experience a home environment and were happy with their child's development. They were especially happy that their child ate healthy foods at the child minder's home.

3. Environment

Adequate

Summary

The child minder ensures that the premises are safe, clean and suitable for children. She uses the kitchen and living room for child minding and children also have access to a small outside area.

Our findings

The child minder kept a record of all visitors in her diary. Premises were clean, comfortable and well maintained. The child minder had carried out basic risk assessments on the areas used by the children and told us she carried out visual checks daily; however there were no written records. Safety checks were in place; for example annual heating services and regular smoke alarm checks.

There was sufficient space and facilities on the premises and the children could easily access toys and resources from boxes. Toys included train set, dolls, dinosaurs, vehicles, jigsaws and blocks. The premises were clean, warm and welcoming and the children were able to relax on a comfortable sofa. They had access to a small enclosed outside area where they played on ride on toys, seesaw, push along toys and bikes.

Toys were clean and in good condition. The living room contained a range of toys and equipment suitable for the age range being cared for. The child minder told us that she rotated the toys so that the children did not get tired of the same toys. The child minder cleaned the toys regularly and replaced broken resources as required. Steps to access the toilet and sink as well as a buggy used to transport children to and from playgroup were in good condition.

4. Leadership and Management

Adequate

Summary

The child minder has sufficient records to comply with the national minimum standards such as core policies, procedures and children's records. The child minder has a basic system to review the service offered to families. She has good partnerships with parents who are very happy with the service provided. She has acted upon recommendations made in the previous inspection.

Our findings

All required records and documents were in place. The child minder obtained all necessary forms from parents such as personal information records, contracts and permissions for emergency medical care. The child minder noted any accident or incidents in her diary. The child minder had sufficient policies and procedures that focused on meeting children's needs, such as child protection and positive behaviour management. The statement of purpose was an accurate reflection of the service provided. The child minder had obtained written consent from parents to allow her assistant to escort children to and from the local playgroup and school. The child minder conformed to her registration requirements and adhered to the correct adult child ratios on all the dates we checked in the diary.

The child minder issued questionnaires to parents annually asking for feedback on her service. Feedback from parents was very positive. For example, they were happy with the exchange of information and range of activities offered. The child minder does not issue questionnaires to the children but a parent told us that children were happy with the activities and enjoyed their time with the child minder. The child minder had up to date training in safeguarding, paediatric first aid and was booked to attend food hygiene training. She had a valid public insurance certificate. She and her assistant had current DBS (Disclosure and Barring Service) in place.

The child minder had a positive working relationship with parents. A parent told us they were very happy with the service and that the child minder and her assistant were like an extra set of grandparents to the children. The child minder arranges activities for the children such as visits from Mr and Mrs Santa at Christmas time. A parent told us that they were happy with the daily verbal feedback about their child's time with the child minder. This was confirmed in the parental questionnaires.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

We notified the child minder that she was non-compliant with Section 29 (4) of The Children and Families (Wales) Measure 2010;

At the time of the unannounced inspection the child minder was caring for a total of 2 children under the age of 5 years at her home, whilst her assistant had collected 7 children from school, two of whom were under the age of eight years. The child minder's condition of registration states;

The maximum number of children under 8 years to be minded shall not exceed six (6), of whom no more than three (3) children aged 0 – 5 years, and that the child minder shall ensure compliance with the age groups and maximum number of children on the premises at any one time as specified in National Minimum Standard 13.

When working jointly, with Mr Clive Rees as an assistant, shall not exceed a maximum of nine (9), of whom no more than: Six (6) children aged 0 – 5 years.

There are no conditions for Mr Rees to mind any children under the age of eight years independently.

We informed the child minder that in accordance with 13.5 of the National Minimum Standards for Regulated Child Care (NMS) that she is accountable for, and supervises the work of any assistant.

The child minder is now compliant.

5.2 Recommendations for improvement

We recommend that the child minder;

- expands the risk assessment of her home and
- seeks feedback from children on her service.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to check availability.

One inspector visited the service on 24 September 2019 for approximately 4.5 hours.

We;

- analysed information held by the Care Inspectorate Wales,
- inspected a sample of documents and policies,
- observed practice,
- undertook a visual inspection of the premises and
- spoke to the children, the child minder, child minder's assistant and a parent.

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	Ronwen Myfina Maisie Rees
Registered maximum number of places	6
Age range of children	0-12 years
Opening hours	7.30am to 6pm Monday to Friday
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	10 February 2016
Dates of this inspection visit(s)	24 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?	Yes. This is a service that provides an “Active Offer” of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	

Date Published 11/12/2019