



# Childcare Inspection Report on

**Amanda Rees**

**Port Talbot**



**Date Inspection Completed**

29/11/2019

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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

Amanda Rees has been registered as a childminder since 2004. She is registered to care for a maximum of ten children under 12 years of age at any one time. The care is provided from 8am to 6pm, Monday to Friday, from her home in Cwmafan, Port Talbot. Care is primarily delivered in English, although some basic Welsh is used. She does not provide the 'active offer' in relation to the Welsh language.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Good
<a href="#"><u>Care and Development</u></a>	Good
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Good

### 1. Overall assessment

Children are very happy, settled and content. They experience positive interactions from the child minder. Children enjoy a good range of activities; they are relatively safe, happy, and are listened to. The child minder actively promotes their play and development. Children are cared for in an environment, which is well set out for childcare and is clean, secure and stimulating to them. A range of toys and resources are appropriate to their age. The premises are safe and overall documents and records are well maintained. The child minder has a good relationship with parents.

### 2. Improvements

There were no improvements identified since the last inspection.

### 3. Requirements and recommendations

There were no requirements identified at this inspection.

We made some recommendations which are detailed at the back of this report.

# 1. Well-being

Good

## Summary

Children are happy at the service and they enjoy the opportunities available to them. Children have a sense of security; and they have developed close relationships with the child minder.

## Our findings

Children make effective choices, are listened to and express their views confidently. All children have opportunities to choose what they want to do because they have easy access to a good range of toys and resources. They chose their activities and moved freely between the front room and kitchen/dining area. Children are confident to ask questions or ask for assistance because they know they will be listened to. For example, children asked the child minder if they could play a board game and the children and child minder joined in. Children asked for a drink, and this was given to them.

Children are well settled at the service. The children and child minder sat on the floor to play with the dolls, and when one child apologised for breaking a dolls dress, the child minder reassured her by saying *"no worries it's all wear and tear"* Another child spontaneously sang 'Twinkle twinkle little star' in Welsh, and was told *"that's fabulous"*. Children were told *"Don't worry if it goes on your fingers we can wash your hands"*, when partaking in a gluing activity. Children were thanked for helping the child minder, and were praised by her when they answered the colours on the board game correctly.

Overall children interacted very well. Three children were present when we, Care Inspectorate Wales (CIW) arrived, and interacted well with each other and the child minder with dolls, a board game and gluing activity. They took it in turns to use the glue and to choose their shapes. The children helped to tidy away the games after they had finished. The children were very chatty with us, talking about putting up their Christmas tree at home and making biscuits in school. The children all played well together, they mostly used good manners and shared with each other. For example, one child shared their crisps from her packed lunch with the other two children present. Two children played well together with the Jack and the Beanstalk play house, saying *"Fe fi fo fum"* and laughing together. When the child minder reminded the children that she had lost her voice the week before, one child said *"yes you can shout now"* which made all the other children laugh.

Children have good opportunities to develop their skills, and spend appropriate amounts of time with certain activities, depending on their age group, before moving onto other things. The children enjoy their play and learning. For example, we saw that on arrival, children immediately emptied out the Barbie dolls and Elsa, they played dressing and undressing them, getting ready 'for the dance'. One child had 'Teddy Tut' from school for the weekend, and the children had great excitement, looking at the photos of where 'Teddy' had been. We saw a good selection of children, anonymised, on social media celebrating events and festivals such as Halloween and Bonfire Night.

Children are becoming more independent and are learning to socialise. Children arriving from school took off their coats and put them on the stair gate and put their shoes in the shoe box. They chatted to each other as they played, and they especially enjoyed playing a matching Christmas tree bauble game together. The children all shouted out the colours in Welsh to the child minder when she 'pretended' to forget what they were called. Children showed confidence during their play and learning, followed their own interests and moved between toys and activities after suitable lengths of time, depending on their age. One child wished to use the toilet and refused the child minder's offer to go with her, if she wished.

## 2. Care and Development

Good

### Summary

The child minder has developed policies to help safeguard children. She mostly promotes healthy lifestyles with many opportunities for children to be physically active. She promotes children's learning and play well.

### Our findings

The child minder mostly has the appropriate training to keep children safe and healthy. She has valid food hygiene and paediatric first aid training and has a child protection certificate. The child minder also had allergen information, and the Food Standards Agency had recently visited the premises. The child minder had an 'Extremism and radicalisation policy', and a 'Terrorist or disaster policy' however, these did not mention 'Prevent Duty'. She had good charts of accidental sites of injury and non-accidental sites of injury, disclosure do's and don'ts and many booklets including 'linked to a belief in spirit possession' and 'children who may have been trafficked'. An internet policy and separate mobile phone policy was seen. The child minder has accident and medication records; however, there had been no incidents for some time. There was parental permission for emergency medical treatment on children's files. The child minder gave appropriate safety messages to children to keep them safe, for example, when talking to the children about seeing the Christmas lights switch-on later she reminded them to hold their parents hands, because there would be lots of people there; she also reminded children to sit properly on the kitchen chairs. On discussion, the child minder stated that the tall radiator behind the table where the children sat is kept on a low heat setting. The child minder had individual towels for younger children; however, there was a communal towel for the older children. The child minder interacts positively with children. She gave lots of praise to the children for their behaviour and their efforts. The child minder asked the children to tidy up the Christmas game, and all the children happily tidied up. The child minder was a good role model and encouraged the children to use good manners. She had a behaviour policy which included her house rules, such as 'treat each other with respect, set examples to younger children, and treat my home with respect'. There was a leaflet that explained some strategies for coping with unwanted behaviour, such as 'Don't reward unacceptable behaviour with attention'. When the child minder won a game, she reiterated that it's the taking part that matters by saying "*we're all winners because we all had a try*".

The child minder promotes children's play and learning; she used 'flower' records or observations, which contained good recordings. She had a record of all celebrations the children had been involved in; one example was 'Children in need' where they dressed up in various outfits, and coloured in 'Pudsey'. The child minder had planning of crafts, songs, play, stories, and visits; for example, role play witches and jelly spiders for Halloween, visits to Santa, and birthday celebrations. She had covered the seven areas of learning; however,

the next steps to support children were not included. The child minder consistently chatted to the children, we heard her say, *“It looks like a heart, what colour’s the heart?”* and praised the children when they replied *“red/coch”* in English and Welsh. She gave the children paint brushes, and explained what shapes are available for them to stick, and talked the children through putting their glue inside the triangle. The child minder ensured older children were able to access the toilet independently. Some multi-cultural celebrations and festivals were promoted including Hanukkah, where children made candles and candle stands.

### **3. Environment**

**Good**

#### **Summary**

The child minder provides a safe and welcoming environment. It is clean and in good decoration. The environment allows children to play, learn and develop within the kitchen/dining area and living room; the garden was not in use. All toys and equipment are of a good quality and are safe, clean and developmentally suitable for the age range of children cared for.

#### **Our findings**

Children are cared for in a safe, secure and clean environment. The child minder carried out a weekly tick list for inside; this included checking toys for wear and tear. She had 'Toys and equipment information', which included when personal protective equipment should be worn, and routine cleaning and disinfectant of equipment. She stated that every Friday she has a good clean of the toys, where the Lego is placed in a pillow case and put into the washing machine, other items such dolls are washed fortnightly; however if there was an outbreak of an infectious disease she stated she would do this more often. Access to the premises is safe and secure, as the doors are kept locked to ensure there is no unauthorised access and the children cannot leave unescorted. There is a visitor's record, and a valid gas certificate was available. The child minder has a fire blanket; however, it was not wall mounted. Fire drills are regularly undertaken and logged, however the log did not include the times, how many children were present or which exit was used. There were battery smoke alarms and the child minder confirmed a carbon monoxide detector was in place.

The child minder provides good facilities for play and learning. The children can freely access all the play areas; this includes the kitchen/diner with table and chairs, a living room with settees for children to play or rest, and a bathroom room all on the ground floor. There were some resources readily available and accessible for children to choose from and the child minder confirmed that she rotated them on a regular basis.

The child minder ensures children have access to a range of good quality developmentally appropriate play and learning resources, which meet their needs. This included dressing up clothes, dolls house, dolls, cots and prams, Little People with different skin tones, buckets of toys such as tractors, helicopter and plane, books, a play kitchen, and Jack and the Beanstalk tree house.

## 4. Leadership and Management

Good

### Summary

The child minder is well organised and manages her service appropriately. She plans activities and outings for children, which provides them with opportunities to socialise and develop. She is clear about her responsibilities and offers a service based on the needs of the children. However, some minor improvements are needed in this area.

### Our findings

The child minder is mostly effective in the leadership of her service. The child minder has a statement of purpose in place; however, it does not include all the information required, including her address, contact details and rooms used to provide care. The child minder has records such as contracts and child information forms which, of the sample seen, had been signed by both parties. The child minder had a good range of policies and procedures in place, however, most referred to the previous inspectorate name, Care and Social Services Inspectorate Wales (CSSIW). The safeguarding policy contained the old CSSIW email address, and did not include that the child minder could voluntarily suspend her service if there was an allegation against her. The confidentiality policy included information on General Data Protection Regulation, and that she was registered with the Information Commissioners Office. The child minder had appropriate home and car insurances in place. The child minder was mostly reflective of her service. The child minder has a Cache Level 3 in Transition to Playwork and Level 3 in Elklan speech and language support for under 5's. She had attended many training courses including Foundation Phase, Celebrating Multi-culturalism, Welsh Dynamix, Inclusive play, Supporting children through traumatic situations, Outdoor and risky play, Infection control, Brave Boys and Equality and diversity.

The child minder had recently reviewed her service and had devised a quality of care report. Parental questionnaires had been issued to children attending, and their parents/carers to seek their views on the service. Feedback included that parents were very appreciative of the child minder and that children mostly enjoy playing Lego. However, the document was very long and detailed, which made it lengthy to read. The child minder had many thank-you cards from past parents and children.

The child minder is fully aware of the number and age range of children she can care for and records the children's actual arrival and departure times in her diary. The child minder ensures that she holds a valid Disclosure and Barring Service (DBS) certificate, however, she needs to notify CIW to remove a house hold member, who no longer resides at the address. Public liability insurance was in place and valid.

The child minder has good relationships with parents. She works well with parents to identify and meet children's needs. The child minder communicates with parents verbally about their child's day, which is the parents' choice. Her social media page keeps parents informed about their activities with photos of arts and crafts, outings such as visits to local

parks, jumping in puddles, collecting conkers and visiting a church coffee morning in Halloween fancy dress. The child minder had permissions from parents to administer medication, for using outdoor play equipment, for routine outings, sun cream, first aid, transporting children in a vehicle and to take photographs.

## **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:

- includes Prevent Duty information in the relevant policies;
- provides all children with separate hand drying towels/paper towels;
- wall mounts the fire blanket;
- includes in the fire drill records the times, how many children were present and which exit was used;
- amends policies to reflect the current CIW inspectorate details;
- includes in the statement of purpose the address, contact details and rooms used to provide care;
- adds to the safeguarding policy that if there was an allegation against her, she may wish to voluntarily suspend her service; and
- informs CIW via a notification to remove a house hold member, who no longer lives at the address.

## How we undertook this inspection

This was a routine, unannounced full inspection to assess the child minder's compliance with the national minimum standards and regulations. One inspector visited the service on 29 November 2019 for a total of approximately four hours.

We, CIW,

- had discussions with the child minder about her service;
- observed the children and the care which they received;
- talked to the children present;
- looked at a wide range of records as detailed in the report;
- inspected the premises; and
- gave verbal feedback by telephone on 3 December 2019.

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

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

## 6. About the service

Type of care provided	Child Minder
Registered Person	Amanda Rees
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	8am – 6pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 February 2016
Dates of this inspection visit	29 November 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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