

Childcare Inspection Report on

Kate Wright

Denbigh

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Kate Wright is a child minder registered to care for 10 children under the age of 12. She lives with her husband and their three children in their rural family home in Denbigh. Children have the use of a spacious front room, snug and conservatory for indoor activities and have access to a garden for outdoor activities. Care is provided Monday to Friday 07.00 to 19.00.

The service is working towards providing the Welsh Language Active Offer and operates through the medium of Welsh and English depending on the child's home language.

Summary of our findings

1. Overall assessment

Children are confident, settled and happy to be in the care of the child minder. They have access to resources and have opportunities available to them which support their learning and help them develop a range of skills. The environment provides a unique space where children are inspired to learn and explore the world around them. The child minder is effective in her leadership and she develops positive partnerships with parents.

2. Improvements

This is the first inspection since registration in September 2017.

3. Requirements and recommendations

We made recommendations relating to some hygiene practices seen during hand washing and nappy changing.

1. Well-being

Summary

Children are consulted about a range of issues relating to the care they receive. They are happy and settled in an environment they feel comfortable in. Children learn to share and cooperate with support provided if required. They enjoy their play and learning experiences and are developing a range of skills.

Our findings

1.1 To what extent do children have a voice?

Children are consulted about a range of issues around their care and experiences.

Children had a free choice of the activities they wanted to take part in and where they wanted to play. Children were able to choose to play inside or out and they made their own decision regarding taking part in planned activities. For example, children had the option of making felt flowers but they decided they would rather draw which they were allowed to do. Children were consulted over some of the choices available for snack. They were asked which fruit they would like and they had the option of having oatcakes with jam, lemon curd or just plain. Children's needs, views and ideas were considered when evaluating the service and when planning activities.

Children have a voice and they know they will be listened to.

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

Children are happy to explore the environment and express their needs.

Children were settled and comfortable in their surroundings. They had formed a positive relationship with the child minder, her husband and their children. They were confident to explore the environment indoors and outside, showing they felt safe. We saw children taking part in activities indoors and then happily playing in the garden. They knew routines and understood expectations. For example, children knew that when they arrived after school or when they came in from outside, they had to take their shoes off and put them away. They also knew the routine during snack and tea time. Children felt valued as their interests, needs and feelings were considered. They knew they could express themselves and enjoy their experiences.

Children feel safe, happy and valued in the care of a child minder that considers their needs and interests.

1.3 How well do children interact?

Children are learning to cooperate.

Children were talking freely to each other, us, the child minder and her family. They were beginning to understand the feelings of others, sharing resources and taking turns with some support provided for the younger children when needed. Children were happily

sharing stencils and pens when drawing. The younger children were playing outside and they were working together to fill buckets with water. Children respected the toys and knew how to use them appropriately.

Children interact well and are beginning to understand the needs and feelings of others.

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

Children enjoy their freely chosen activities and experiences.

Children were happy to be actively involved in freely chosen play. They were seen playing indoors with resources they had chosen and outside they were enjoying a range of different activities and experiences. They were able to focus on tasks and concentrate for lengthening periods of time. Older children playing outside were excited to tell us about the fairy den they were building in the garden. They were seen collecting natural materials and using them in their construction. They had been doing this for a couple of days and knew they were able to go back to it day after day. Younger children were enjoying collecting water to mix with the sand.

Children enjoy learning through the play opportunities available to them.

1.5 How well do children develop, learn and become independent?

Children are able to be independent.

Children were developing and learning through their play. They were allowed to choose what they wanted to do and take a certain amount of risks and explore the world around them. When the younger children were outside they started by putting water in the sand pit but then they realised if they tipped it on the floor it made puddles, which they thoroughly enjoyed splashing in. Children were able to be independent as they had access to the resources and facilities they needed. They were also encouraged to feed themselves and older children could spread their own topping on their oatcakes and pour their own drinks.

Children develop a range of skills through their play and being able to explore the world around them.

2. Care and Development

Summary

The child minder implements effective policies and procedures and ensures children are safe and have a healthy lifestyle. She effectively manages interactions; ensuring children understand expectations and are given opportunities to socialise. The child minder promotes children's learning and development through providing a range of experiences where they can follow their interests and learn new skills.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is fully aware of her role and responsibility to keep children safe and healthy.

The child minder had previous experience and up to date training that ensured she had good knowledge of child protection and the procedure to follow should she have concerns about a child. Policies and procedures were in place, up to date and seen being used in practice. This was evident when the child minder was dealing with the minor incidents of unwanted behaviour we saw. She used distraction and had discussions with the children to resolve the situations quickly and in line with her policy.

The child minder ensured there were good hygiene practices in place. Children were encouraged to wash their hands after using the toilet and before handling food and individual towels and flannels were provided. The child minder could make improvements with the introduction of liquid soap and ensuring she wears gloves when changing nappies. This would help prevent cross contamination. We discussed this with the child minder who explained that she was trying to reduce the amount of plastic she uses but she was going to look at alternatives.

The child minder promoted a healthy lifestyle and fully understood the benefits of ensuring children had chances to be active and get fresh air. Lots of opportunities were provided for the children to play outside in the garden, take walks around the vast surrounding fields, play in the local stream or visit places of interest nearby. Healthy food was offered with children seen having fruit and oat cakes for snack and spaghetti bolognese for tea.

The child minder keeps children safe and effectively promotes and supports a healthy lifestyle.

2.2 How well do practitioners manage interactions?

The child minder is a good role model to the children.

The child minder was actively involved in children's play and learning, ensuring she was a good role model. She effectively communicated with the children in their home language and ensured they understood expectations. The few small incidents of unwanted behaviour we saw were dealt with quickly and effectively. For example, when a child wanted the same bucket as another child the child minder explained that it was being used and suggested

they go and find another one, which they did. The child minder ensured times such as snack and tea time were sociable experiences for the children. She sat and talked with them about different things of interest to them and sometimes during lunch and tea she ate alongside them.

The child minder manages interactions well and communicates and socialises with them to share and model expected behaviour.

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

The child minder understands child development and uses this knowledge to ensure she plans suitable activities.

The child minder ensured she knew the children well. Before starting, the children attended settling in sessions and parents completed forms which included information about the children's needs, likes, dislikes and routines. Previous experiences had given her a good knowledge of child development, which she uses effectively when recording children's development and planning activities. The child minder kept development records for all the children who were not in school and these were linked to and followed the Foundation Phase philosophy. When we inspected the planning and development records it was clear that the child minder had used the next steps identified for each child to help her plan activities and opportunities that would extend learning and follow the children's interests. For example, the child minder had identified that one child needed to gain confidence in being independent. This was addressed through encouragement and making sure the child was fully aware of where resources were kept. The activities planned and resources provided inspired the children to learn. Photographs and previous planning showed children had plenty of experiences including, building dens, going on walks and attending local groups.

The child minder promotes children's learning and development through providing inspiring activities and opportunities for the children.

3. Environment

Summary

The child minder ensures the environment is safe but still provides a space that children can explore and learn in. The outdoor area provides a unique environment that helps inspire children. The child minder provides suitable good quality resources but also encourages children to play with natural resources they find around them.

Our findings

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

The child minder ensures risks are assessed.

The environment was kept secure with controlled access through a locked door. Risk assessments had been completed on all areas indoors and outside, used by the children. These identified potential hazards which had been eliminated or procedures put in place to reduce them. For example, a fire guard had been fitted to the log burner and the pet dog was kept separate from the children. The indoor environment was kept well maintained and outdoors was kept secure whilst still providing a sense of excitement and wonder.

The child minder provides a safe environment where hazards are identified and wherever possible eliminated.

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

The environment provides a unique space in which children can play and learn.

The environment was unique, exciting and inspiring to children, especially outside. The rural location of the service allowed children to experience nature and learn about the world around them. Children had access to a yard where they could play on ride on toys, have water and sand play and a range of other activities. The child minder also allowed children to explore the other areas outside including the fixed play apparatus, when the weather was better, a grassed slope, stepping stones and nature area that included a bug hotel. Children were seen thoroughly enjoying playing outside and exploring these different areas. Inside children had use of a large front room where they could play with the range of toys and games, a smaller snug where children could relax and have quiet time and a conservatory with a large table where children ate and did craft activities. The conservatory overlooked some fields and the yard and children enjoyed sitting at the table watching the birds and getting very excited when sheep came up to the fence.

The child minder provides a suitable and exciting environment for the children.

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

The child minder provides a range of suitable resources.

The child minder knew the children well and provided resources that allowed them to follow their interests. She had recently developed treasure boxes that were changed regularly to provide children with different experience. For example, we saw the most recent one was a black and white theme and contained a penguin and other black and white resources. Lots of resources were provided for the children in themed boxes including, cars, trains and puzzles but children were also encouraged to enjoy playing with natural materials and items they had found themselves. There were pine cones, conkers and shells available and we saw children having great fun dropping stones in the water and watching them splash and also playing with shells in the sand.

The child minder provides good quality resources but also encourages children to play with natural items and those they have found themselves.

4. Leadership and Management

Summary

The child minder manages her service well and understands the need to gain the views of others to help improve the care she provides. She ensures her training is kept up to date and that all relevant checks have been completed. The child minder has positive partnerships with parents and has developed links with the local community.

Our findings

4.1 How effective is leadership?

The child minder has all policies and procedures are in place.

The child minder had all relevant policies and procedures in place and these were followed in practice and updated when required. The statement of purpose was informative and provided parents with the required information for them to make a decision about the care their child received. She was fully aware of her role and was open to suggestions and asked for advice on how to improve the care she offers.

The child minder is effective in her leadership of the service.

4.2 How effective is self evaluation and planning for improvement?

The child minder understands her responsibility to evaluate her service.

The child minder understands her responsibility to complete a quality of care report. As she has been operating for less than 12 months she has yet to do this. She has already collected opinions from parents through an online questionnaire and gathered children's comments. All the returned questionnaires and comments from children were positive.

The child minder effectively gains the views of parents and children to help her plan improvements.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder ensures her training is up to date.

The child minder had ensured all her relevant training was kept up to date including, first aid, safeguarding and food hygiene. All persons living on the premises who were over 16 years of age, had gone through the relevant Disclosure and Barring Service checks (DBS). Resources were suitable for the ages and stages of development of the children attending and they were stored effectively in themed boxes that were accessible to the children.

The child minder effectively manages her training and ensures relevant checks are completed.

4.4 How effective are partnerships?

The child minder keeps parents informed.

The child minder had good communication systems in place between her and the parents. Discussions were had during drop off and pick up times which allowed an informal sharing of information to take place. The child minder shared photographs of the children doing activities throughout the day through secure social media. This gave parents instant information about what their child was doing. The child minder also wrote a newsletter every term to share important information, dates and any celebrations.

The child minder had links with the local community and attended various playgroups and had planned visits to local places of interest including parks and the library. This allowed the children and the child minder to feel part of the community and gave them an opportunity to socialise.

The child minder develops positive partnerships with parents and links with the local community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations;

- Provide liquid soap for hand washing, and
- wear gloves when changing nappies.

6. How we undertook this inspection

This was a full, post registration inspection undertaken as part of our normal schedule of inspections. The provider was given short notice to check their availability. One inspector visited the service on 19 February 2018 from 13:30 to 16:30 and gave feedback over the phone on 22 February 2018.

We:

- Inspected a sample of documents and policies, including children's registration and development records, planning and risk assessments;
- observed practice to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children and child minder;
- Inspected toys and resources;
- Read parent questionnaires returned to the child minder, and
- inspected the areas used by the children.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Child Minder
Registered Person	Kate Wright
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	7:00 – 19:00 Monday to Friday
Operating Language of the service	Both
Date of previous CSSIW inspection	First since registration in September 2017
Dates of this inspection visit(s)	19 February 2018
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?	The service is working towards providing the Welsh Language Active Offer and operates bilingually.
Additional Information:	