



Inspection Report

Sharon Kitchen

Deeside



Date Inspection Completed

18/11/2022

Welsh Government © Crown copyright 2022.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	16 October 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children are content and settled at this setting. They have opportunities to develop their skills through play both indoors and outdoors. Children have good relationships with their child minder who knows them well. Children develop their independence and make good progress with their individual skills.

The child minder supports children well and meets their needs effectively. She has a good understanding of how to keep children safe and healthy but needs to consider carefully whether notifications should be sent to Care Inspectorate Wales, for example following significant events. The child minder completes mandatory training in safeguarding and first aid, so should know what to do to ensure children's wellbeing and safety. She has a good understanding of child development and has attended training to promote children's development through suitable play experiences.

The child minder ensures the environment is safe for children. Risk assessments are completed for the setting for all areas of the environment, these are reviewed regularly. The environment is well designed to support children's independence and provide stimulating play activities. There have been significant improvements to the outdoor play areas in the last twelve months.

The child minder manages all aspects of leadership and management for this setting well. We confirmed all non-compliance identified at the previous inspection had been met. This was in relation to caring for no more than three children under five years of age when working alone and maintaining contracts and registration forms for all children being minded. However, she should be using her Care Inspectorate Wales (CIW) online account to communicate and upload documents.

Children know the child minder will listen to them when they speak or use body language to make their feelings known. They choose what to play with from a selection of favourite activities set out for them, and further toys in storage boxes, which are accessible to them in the playroom. Children chose when to sleep and when they have their lunch boxes. Older children have opportunities to influence the activities provided, the resources bought, and where they play, for example outdoors and in the local park.

Children are content and settled and get on well with others. Babies feel secure on the child minder's lap and when playing on the activity mat. Their individual needs are prioritised, as they can sleep and eat, and have nappies changes when they need to. Children know the child-minding family well and benefit from their parents having close relationships with them too. Younger children enjoy interacting with the child minder, clapping when they have done something well, responding to praise, and playing a peek a boo game.

Children play well together throughout the day and after school when older children arrive at the setting; they are content to play with their favourite toys. Older children are sensitive to the needs of babies and ensure they give them plenty of space to play on their activity mats. Children take turns and share happily for most of the time. Young children and babies are still learning to consider the feelings of others.

Children enjoy their play and learning. For example, they are interested in small world sets on the tray, the ice cream trolley and their pretend barbeque set and campfire activity. They venture into the tent to explore and create their own play. Children told us they had decorated their Christmas Tree and were enjoying the Christmas craft activities planned for them.

Children are developing their independence and their individual skills successfully. They use toilet facilities confidently and wash their hands, they fetch their own lunch boxes and eat their lunch and/or snacks independently. Babies are content to play on their activity mat, learning how to reach for toys, roll over and begin to crawl, whilst older children develop skills in cutting, gluing and use their imagination to create their own play.

Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy, however she must remember to promptly send notifications to CIW of any significant events. We made a recommendation in respect of this as there was no visible sign of injury when the child left the setting. The child minder completes mandatory training periodically and has up to date safeguarding and first aid certificates. The training ensures she has a suitable level of understanding of what to do to ensure children's well-being is promoted. The child minder is aware of the individual needs of the children in her care and reviews contracts and registration forms at least annually. All records of accidents, incidents and medication were available and completed appropriately.

The child minder manages children's interactions well. She plays alongside the children and stimulates younger children sufficiently well. The child minder demonstrates warmth and kindness towards children for example when bottle feeding babies, cuddling, and playing with toddlers. She encourages children to be kind and caring and helps them to learn about the feelings of others.

The child minder meets children's needs effectively, most of the time this is done alongside her partner, who is also a registered child minder. For example, between them they make sure children are safe and comfortable when sleeping, that nappy changes and feeds are carried out regularly, and that plenty of interactions with babies ensure they are content and comfortable. The child minder makes sure any actions needed due to medical conditions are respected and children are treated appropriately.

The child minder plans to meet the needs and interests of the children. She has attended relevant training, is aware of the new curriculum for Wales and is enthusiastic about outdoor play and the use of natural loose parts. Children's progress is monitored closely, and developmental records are well managed with comments and photographic evidence. The child minder is aware of the importance of using sustainable and natural resources for play and is slowly making changes to the type of resources bought. For example, she ensures children have a safe variety of outdoor play equipment available to them and during school holidays she listens to children's suggestions of places to visit and organises special activities for them.

Environment

Good

The child minder has appropriate policies in place and ensures the environment is suitably safe, secure, and well maintained. There are basic written risk assessments in place, which are regularly reviewed. Daily visual checks are completed, and during the inspection we saw improvements had been made to the fencing below hedges in the front garden and received confirmation that the boiler certificate was due to be updated in the coming weeks. Regular fire drills are undertaken and recorded.

The home is welcoming with a playroom, conservatory, additional lounge, kitchen, and toilet facilities. For most of the time, all children were in the playroom. There is suitable equipment for the ages of the children who access the setting. For example, safety gates, low chairs, and practical floor coverings. Suitable equipment is available outdoors. The child minder has had the outdoor area repaved and has created a sandpit area with cover. A mud kitchen has been built and loose parts such as pallets, planks, and tyres for example have been added to the construction play area. Recent training has inspired the child minder to develop these areas.

The environment meets most of the children's needs and enables them to reach their full potential. Inside, there is a suitable range of equipment stored in the playroom. The outdoor play space is secure, and the child minder confirmed they use the garden frequently during the spring and summer months as an extension of the indoor environment. No outdoor play was seen on the day of inspection.

The child minder provides a range of good quality, developmentally appropriate play and learning resources. There are enough resources to ensure children have a wide variety of choice, with a rotation system in place. For example, through construction play for older children, sensory activities for babies, reading books, and role-play activities for all children. Children can access toys and resources easily or can request them if stored out of reach.

Leadership and Management

Good

The child minder runs his service effectively for the benefit of the children in her care. Non-compliance identified at the previous inspection had been addressed. Overall, there are suitable policies and procedures in place, with only the additional needs policy requiring an update due to it referring to the special needs code of conduct and not the additional learning needs act. She has appropriately maintained and organised records, which are kept up to date. Most records are kept using PACEY documentation. Attendance is logged on separate sheets with details of which of the two child minders are present. The child minder has also confirmed the names of household members present whilst she is minding and will ensure disclosure and barring service certificates will be applied for them when they reach sixteen years of age. The child minder must familiarise herself with her CIW online account and use it confidently. Direct messages may be sent to this account requesting information. Children, have accurate and complete contracts and registration forms which are reviewed at least annually with parents. Policies and procedures are reviewed as part of the setting's annual quality of care review.

The child minder reviews and evaluates her setting with her partner. She has a recent quality of care report. Parent questionnaires were returned to the setting recently as part of their review, all were positive and very complimentary.

The child minder is qualified to level 3 in a relevant childcare qualification and has many years' experience as a registered child minder. She keeps up to date with mandatory training and additional training which is relevant to her role. She routinely buys additional resources and seeks information from support organisations.

The child minder promotes positive partnerships with parents. Keeping parents up to date through a variety of methods, including, verbally, via text and by creating development records for parents which contain plenty of photographs and comments of their child's time at the setting. These are presented to parents when their child reaches school age and are very much appreciated by parents.

Recommendations to meet with the National Minimum Standards

R1 To ensure notification of a serious injury/hospital admittance are sent to CIW promptly as it may result in a safeguarding concern if reported to the local authority by the hospital.

R2 To ensure the additional needs/special needs policy and procedures refer to the Additional Learning Needs (ALN) Act

R2 The child minder must have access to a computer/tablet to confidently use her CIW online account, and ensure all information held on this account is correct and up to date.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
14	The child minder must ensure that when caring for children alone her she does not exceed the child ratios as stipulated within the national minimum standards.	Achieved
30	The child minder must ensure that she has a record for each child she cares for which provides all the details in schedule 3 points 1-9 of the Child Minding and Day Care (Wales) Regulations 2010.	Achieved

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.

Date Published 29/03/2023