



## Inspection Report

**Sarah Hitchcox**

**Wrexham**



**Date Inspection Completed**

25/01/2023

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## About the service

Type of care provided	Child Minder
Registered places	8
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 24 February 2017
Is this a Flying Start service?	<a href="#">Manual Insert]</a> 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.

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

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

## **Summary**

Children's wellbeing is at the heart of the service. They are settled and happy in the care of the child minder. Children are engaged and enjoy the range of activities that allow them to follow their interests. They develop a range of skills and can be independent.

The child minder is very caring and has a lovely manner with the children. She implements procedures to ensure children are safe and a healthy lifestyle is promoted. The child minder is committed and dedicated to supporting children to develop in an exciting environment where they can follow their interests.

The environment is child friendly, and the child minder creates a warm and welcoming atmosphere. Resources are accessible and children have access to child sized furniture and storage.

The child minder manages her service well, ensuring she provides effective care. She effectively self-evaluates the care she provides and makes positive changes to improve her service. Children benefit from the good relationships she has with parents and the local community.

**Well-being****Good**

Children's wellbeing is at the heart of the service and care provided by the child minder. They have a voice and express themselves well. The child minder listens carefully and responds appropriately, encouraging them to have confidence to express themselves. For example, allowing them to choose and collect their own fruit for snack. Children freely make choices about where and what they want to play with and happily move around the environment. For example, moving from playing on the floor to activities at the table.

Children have an obvious good relationship with the child minder, which helps them to feel relaxed and settled. They happily seek comfort, reassurance, or interactions during their play. For example, when asking the child minder to help them build a bed for Stick Man. Children are familiar with their surroundings and gain a sense of belonging and contentment in an environment where they feel confident to explore. Children separate well from their parents, with some not wanting to go home as they are having too much fun.

Children interact well together, making friendships with others. They identify children from the pictures on display and ask when they are next attending as they want to play together. Children learn appropriate behaviour and develop skills of cooperation. Photographs seen show they happily play alongside each other, sharing resources and space. Children respect the resources, playing with them appropriately and helping to tidy up when asked.

Children focus and remain engaged in what they are doing for an appropriate length of time for their age and stage of development. They enjoy the resources and activities available as they allow them to follow their interests. For example, using the magnetic blocks to build a farm for the animals. Children happily share what they are doing with us and were keen to invite us into their play as they made their family from the plastic figures.

Children are very confident and independent for their age and stage of development. They happily try things for themselves as they know they can ask for help and support if needed. For example, they helped wipe the table and collect their drink at snack time. Children freely access resources they want to play with and know where items are stored. For example, getting a book out they wanted to read.

**Care and Development****Good**

The child minder understands her responsibility to keep children safe. She knows the procedure to follow should she have concerns about a child and implements policies and procedures effectively. Records show she regularly conducts fire drills, so she and the children are aware of the procedure to follow in the event of an emergency. Children's attendance and their daily routines are recorded so they can be referred to in the future if needed. The child minder has up to date first aid training so minor accidents can be dealt with appropriately and records show these are recorded appropriately and shared with parents.

The child minder knows the importance of promoting a healthy lifestyle. She has been awarded Tiny Tums and is undertaking the Healthy and sustainable preschools programme. This ensures she provides nutritious meals and snacks. The child minder gives children opportunities to be active and get fresh air through having some access to the garden and planning activities such as, walks around the local area and trips to local parks.

The child minder is very caring and has a lovely manner with the children. She is a positive role model and shows commitment and dedication to ensuring she provides appropriate care. The child minder communicates with the children in a supportive and well-mannered way. She interacts with the children well, getting involved with their play when invited to so or when it is appropriate. She uses language at every opportunity to help the children understand what is happening and to support their speech. For example, involving them and discussing with them what she was doing when she was getting the snack ready.

The child minder gets to know the children and their individual needs and personalities well. This allows her to provide suitable resources to support their play and learning experiences. She plans activities but these are adapted or changed if children show an interest in something. For example, children enjoyed some noodles they had for lunch, so the child minder cooked up a separate batch for them to play with in the afternoon as part of their celebrations of Chinese New Year. The child minder successfully allows children to follow their imagination. For example, a child showed an interest in shadows, so the child minder got out torches and they explored shining them through different objects, so the light became a different colour. Appropriate records are kept on children's development. The child minder records what the children can do and identifies possible next steps at regular intervals to help them progress.

## Environment

Good

The child minder provides a safe and secure environment for children. She completes regular checks and risk assessments to ensure any hazards are managed well. For example, regular checks of the fire alarm and boiler. The garden is surrounded by secure fencing and the front door is locked to prevent unauthorised access. The child minder ensures there is a clean, well-maintained environment, that is homely and welcoming.

The child minder ensures children have suitable spaces in which to play and learn. All areas are light, bright and child friendly. The main room used is child friendly and gives children room to play on the floor or at the tables. The displaying of children's work gives children a sense of belonging and pride. The environment provides a warm and welcoming atmosphere where children feel relaxed and comfortable. Suitable areas are available for the children to complete daily routines such as sleeping and eating and labelled hooks to hang their belongings. The outdoor area is inviting and equipped with a range of resources including wooden playhouse, water play area and slide. This is usually utilised well. However, due to weather damage the child minder has assessed it is not safe. Plans are in place to complete the necessary repairs.

The environment is equipped with a range of suitable resources that are stored appropriately so they are accessible to children. The child minder considers the different children that attend, and she provides a range of resources that support their learning and development. Natural materials are available including, wooden toys. All resources are of a good quality and kept well maintained. Child sized furniture allows children to be independent and comfortable. For example, independently sitting down and getting ready for their snack.

## Leadership and Management

Good

The child minder manages her service well. She understands her roles and responsibilities to meet standards and regulations. The child minder implements her policies and procedures effectively and they reflect the current practice and care provided. The statement of purpose provides the information needed to meet regulations and allow parents to make an informed decision if it is the right care for them and their child. The child minder is organised and up to date with her record keeping making it easy to find information. For example, children's registration documents were complete and easy to follow.

The child minder understands the importance of regularly self-assessing her setting. She completes a very in depth and informative quality of care report. The views of parents and children are collected and used effectively to plan and make positive changes. For example, reviewing the toys available outside and creating social media groups to allow information to be shared with parents.

The child minder is proactive in ensuring she is up to date with training. Her core training such as first aid and safeguarding are kept up to date as well as other relevant courses that help the child minder to deliver effective care. The child minder ensures any persons over the age of 16 in the household have a current Disclosure and Barring Service check.

The child minder has a good relationship with parents and keeps them informed about their child's daily activities and development. Daily sheets are given to parents, and these include food and drink intake, nappy changes and activities children have taken part in. Responses from questionnaires sent to parents as part of the quality of care review include, *"I am kept updated"*, and *"my child absolutely loves coming"*. The child minder uses the local environment to enhance the children's experiences. She takes them on walks and visits to places of interest. This helps give children a sense of belonging within the community.



## **Recommendations to meet with the National Minimum Standards**

R1; To make the planned improvements to the garden to ensure it is safe and children can have free access.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Ratings	What the ratings mean
<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.

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