



Inspection Report

Sarah Jones

Wrexham



Date Inspection Completed

24/04/2023

About the service

| | |
|--|---|
| Type of care provided | Child Minder |
| Registered places | 6 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Manual Insert] 24 August 2017 |
| Is this a Flying Start service? | Manual Insert] 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. |

Welsh Government © Crown copyright 2023.

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.

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

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

Summary

Children have a voice and make decisions about how they spend their time. They settle well and are happy in the care of the child minder. Children learn to cooperate, share and interact appropriately and with respect. They actively become involved in play experiences they enjoy and have appropriate opportunities to develop their independence.

The child minder implements appropriate policies to keep children safe and most procedures are effective in promoting a healthy lifestyle. She is a good role model and manages interactions well. The child minder provides some appropriate resources and toys to ensure children can follow their interests. Some observations are completed to help her to understand children's needs and support children's learning and development.

The environment is safe and secure, with appropriate checks completed regularly. The child minder ensures children have a suitable amount of space in which to play and learn indoors and outside. The environment is equipped with some suitable resources and these are well maintained and stored appropriately.

The child minder generally manages her setting well, ensuring policies and procedures are up to date and most records are complete. She regularly reviews her service and care offered and makes positive improvements that benefit the children. The child minder develops positive relationships with parents and guardians and uses the local environment to enhance the experiences children have.

Children move around the environment freely, choosing where they want to play and accessing the resources they want to play with. Children communicate well as they ask for items they want to play with that they cannot access themselves. They talk freely to the child minder about things that interest them and are consulted about routines and the care they receive. For example, the child minder asked if they were ready for their dinner. Children can communicate in different ways. Those who are nonverbal express themselves using actions and babbling and the child minder responds appropriately.

Children settle well and those we saw arriving separated well from their parents or guardians, evidencing they were happy to be in the care of the child minder. They form positive relationships with the child minder and other children. They talked fondly about other children who were not there on the day and a child was looking forward to another child arriving later in the day. Children are relaxed in the environment and happy to explore the space freely. They know the routines including sitting at the table for their lunch and snack.

Children learn to share and cooperate with support from the child minder. They happily play alongside each other and develop an understanding of the needs of others. For example, a without being asked a child passed another child a toy they wanted. Children respect the toys and resources, using them appropriately and helping to tidy up when asked.

Children freely and happily engage in an activity of their choice. They focus for appropriate lengths of time for their ages and stages of development, evidencing their interest and enjoyment in the activity. For example, a child focused and had several attempts at building a robot. Children happily share what they are doing with others and invited us, the child minder and other children into their play. For example, a child was keen to show the child minder and other child how the Velcro on the doll's nappy was sticking to the carpet. They then explored other places it would stick, such as their socks.

Children develop skills and their independence. They can access facilities, toys and resources themselves. For example, a child went and got the pram and cot for their dolls. Children are encouraged and supported to be independent and feed themselves.

Care and Development

Adequate

The child minder implements effective policies and procedures to keep children safe. Regular fire drills are conducted, so she and the children are aware of the procedure to follow in an emergency. Appropriate records are kept of children's attendance and some accident and incident records are completed appropriately. However, some of the accident and incident records had not been signed by parents or guardians. There was no formal way of recording pre-existing injuries to evidence they had been shared and discussed with parents or guardians. The child minder understands the procedure to follow should she have any safeguarding concerns about the children in her care.

The child minder has some positive procedures in place to promote a healthy lifestyle. She provides healthy food choices but provides children with squash to drink, rather than the recommended milk or water. She ensures the environment is kept clean to help prevent the spread of germs, with surfaces sanitised regularly and hands washed at appropriate times. The child minder plans regular opportunities for children to be active and get fresh air. Children are taken on walks and visits within the local area and they have regular access to the garden.

The child minder is caring and interacts well with the children. She becomes actively involved in their play experiences, modelling good behaviour and cooperation. For example, sitting on the floor when children were playing with the dolls and promoting sharing as the children used the cot together. The child minder deals with any minor incidents of children wanting the same toys calmly and quickly, so they do not escalate. She uses appropriate praise to celebrate achievements such as when the children identified the correct coloured blocks.

The child minder provides age-appropriate resources and activities for the children. She is aware of their interests which enables her to provide some appropriate toys. Observations are conducted so the child minder is aware of some of the children's abilities. However, there is no formal way of recording individual children's progress or identifying next steps in their learning. The child minder encourages children to be independent. For example, asking them to put the cutlery on the table for lunch and encouraging them to take off their coats themselves when they arrive.

Environment

Good

The environment is safe and secure. External doors are locked and visitors controlled and recorded by the child minder. Risk assessments are conducted regularly on the environment, activities and any visits or trips the child minder and children go on. For example, an assessment of any risks identified when walking to the park. The garden is surrounded by secure fencing, so children are safe when playing outside.

The child minder makes sure children have suitable space to move around and play safely. The renovation of the garage as a playroom has given children a specific area in which they can play and learn. Other areas are available if needed, such as the large kitchen and living room. Having direct access from the playroom to the garden ensures children can frequently access the outdoors. The artificial grassed outdoor area gives children the space to take part in a range of different activities. All areas are light, bright, well maintained and child friendly, with space utilised well.

The child minder provides children with suitable, well maintained toys and resources. These are stored appropriately so they are accessible and kept clean. The availability of child friendly furniture and access to toilet facilities helps children to be comfortable and develop their independence. The developmentally appropriate resources allow children to have a suitable choice of items to play with. This includes themed boxes such as blocks and small world and areas of learning including a role play kitchen area. The resources allow children to learn through their play but there is a lack of any natural materials or loose parts that would support children to develop their curiosity and imagination.

Leadership and Management

Adequate

The child minder has a good understanding of her service and the care she provides. Her statement of purpose contains the required information and allows parents to decide if it is the right care for their child. Policies and procedures are up to date and most required information relating to children, including their contracts are complete. However, some children's records did not contain any health information or details of their registered doctors. While no immediate action is required, this is an area for improvement, and we expect the child minder to take action. Paperwork is not always organised or arranged appropriately. This results in information not always being easy to find.

The child minder has completed her annual quality of care report. It shows she has considered the views of children and gathered parents' opinions through questionnaires. All the responses she received were positive. The child minder considers the previous year and uses this information effectively to plan future improvements. For example, laying artificial grass outside so children can use the garden more often and renovating the garage to give children more space.

The child minder's core training is up to date, including safeguarding and paediatric first aid. This ensures she understands current procedures and can deal with minor accidents appropriately. The child minder makes sure she and any household member over the age of 16 has an up to date Disclosure and Barring Service check (DBS).

The child minder has positive relationships with parents and guardians. She has regular discussions with them when they arrive with their child and when they come to collect them. This allows information to be shared. She uses secure social media to share daily routines and children's experiences with parents. This includes any activities they have taken part in and pictures of the children. The child minder develops the children's sense of belonging in the community as she takes the children on walks and trips to local parks and other places of interest.

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 |
| | Not keeping a records of attendance for all children. | Achieved |
| | caring for more than 3 under 5 years, thus not complying with her statement of purpose | Achieved |

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 |
| 30 | The child minder must ensure she maintains the required records for all relevant children being cared for. | New |

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

| National Minimum Standards | |
|------------------------------|--|
| Standard | Recommendation(s) |
| Standard 5 - Records | To ensure all accident and incident records are signed to evidence they have been shared with parents/guardians. |
| Standard 12 - Food and drink | To further promote a healthy lifestyle and only offer water or milk as a drink for children. |

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

| Best Practice |
|---|
| Recommendation(s) |
| To have a more formal way of recording existing injuries and to evidence these have been discussed and shared with parents/guardians. |
| To introduce a way of recording and tracking children's development and identify next steps in their learning. |
| To introduce more natural materials and loose parts to inspire children's curiosity and imagination. |
| To ensure all paperwork and records are organised effectively so information can be accessed quickly when needed. |

| 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 22/05/2023