



Inspection Report

Stacey Sanger

Wrexham



Date Inspection Completed

15/09/2021

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About the service

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| Type of care provided | Child Minder |
| Registered places | 6 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Manual Insert 16 October 2017 |
| Is this a Flying Start service? | Manual Insert No |
| Does this service provide the Welsh Language active offer? | No |

Summary

This is an inspection undertaken during the Covid 19 pandemic; therefore we have focused on the priority areas for the setting and not the full quality framework.

Children's wellbeing is at the heart of this setting and the care provided. Children have a voice and make decisions for themselves about what they do during their day at the setting. Their communications are valued whether they are spoken or non-verbal.

Children enjoy the range of experiences and opportunities available, resulting in them being settled and happy. Good relationships are apparent as the children play well with their child minder and their minded friends. The child minder is supportive and responsive to the needs of the children. She has a lovely caring manner and is a good role model.

The child minder promotes the children's learning and development by providing activities and resources, which are interesting and support children in progressing their skills. Children have thoroughly enjoyed outdoor play during the height of the pandemic and have a greater understanding of the world around them.

The home environment is child-friendly and provides a safe place for children to play and learn. It is well organised and equipped with a range of resources and equipment for the children to enhance their play and learning. Children have areas for their sole use since the playroom has been extended and areas of the garden improved specifically for minded children.

The child minder manages her service exceptionally well. She keeps policies and procedures up to date and regularly evaluates the care she provides. She strives to develop good relationships with parents and carers, which in turn benefits the children.

Well-being

Children have choices and make decisions about how they spend their time. Nearly all children attending are under three years of age and can choose for example whether to play indoors or outdoors. Children can reach all the toys and books as they are put on show at a low level and are easy to reach. Children are happy to express themselves, but were a little shy when we visited. Children know their ideas; opinions and communications will be responded to, and were approaching the child minder to talk with her often.

Children are happy and enjoy attending. They are settled and they form positive relationships with the child minder. They know the routines and other children attending, helping them to feel relaxed.

Children learn to be polite and respectful. They are beginning to be sympathetic to the needs and feelings of others. They control their emotions and seek reassurance when needed. Children play together cooperatively, sharing resources and space. They play in their mud kitchen and with water activities in the garden.

Children enjoy their play and learning. They all actively engage in an activity and focus on it for a suitable length of time as they are following their interests. Children move around the playroom choosing from a range of play items. They share books with others, and model with dough. They ride on bikes and confidently create their own games. They enjoy having more room to play in since their playroom was extended.

Children are encouraged to do things for themselves knowing they will be provided with support if needed. They confidently access resources they want, use the toilet independently, and are encouraged to feed themselves. Children take measured risks and are happy to try new things.

Care and Development

The child minder understands her role in keeping children safe and healthy. She implements effective policies and procedures and has reviewed her service and care in line with guidance related to the Covid-19 pandemic. For example, at the height of the pandemic she used the children's mud kitchen as a handwashing station for children before they entered her home. Activities such as water and sand play were stopped for a while but where she could she adapted activities, for example having dough for modelling, and utensils, for each child. The child minder understands safeguarding and the procedure to follow should she have concerns about a child and has recently completed a child protection training course. The child minder ensures children have many opportunities to be active and get fresh air. She takes children on walks around the local area and allows them access to parks and places of interest. Parents now provide lunch and snack boxes for their children.

The child minder is a good role model. She has a lovely manner with the children, showing them warmth and respect. The child minder interacts with the children in a way that promotes their learning, development, communication and language skills. The child minder was asking questions and chatting to children about what they were doing. She engages in the children's play. She sat with the children on their level, playing alongside them and speaking with them in a kind and loving manner, showing interest and excitement in what they were doing. The child minder created a calm environment and monitors children's interactions closely.

The child minder gets to know the children well and understands their needs and abilities. She uses this knowledge to plan activities, which allow them to develop a range of skills and follow their interests. She provides many opportunities for children to explore nature when on walks. We saw photographs, which show the activities are exciting and teach children about the world around them. More recently and because of the pandemic, the child minder has been encouraging children to play more outdoors. Instead of sending art and craftwork home, the child minder now produces books for the children, which shows progression and is a purposeful keepsake for parents. The child minder encourages and supports children to be independent, giving them the time, space, resources and facilities to try things for themselves. She is patient with the children, which, gives them the confidence to be independent.

Environment

The environment is a safe and secure place for children. Visitors details are recorded and the child minder controls access to the premises. She ensures exits are locked so children are unable to leave unsupervised. Risk assessments are completed on all areas used by the children and any places visited regularly. These evidence that hazards are identified, managed well or where possible eliminated, for example as the children are three years and under, most art and craft materials are stored away safely. Toys are rotated to allow for time for thorough cleaning. The child minder has recently completed a fire drill and is fully aware of the procedure to follow in an emergency. The child minder has introduced more procedures and risk assessments in line with guidance related to the Covid-19 pandemic. These include more cleaning, hand washing and restricting people entering her home.

The environment is child-friendly and provides a suitable space for children to play and learn safely. The room is light and bright due to it now having a large window, and floors are easy to clean and have bright colourful rugs on which to sit and play. Outdoors children have areas to run around and play, to eat and take part in table top activities and a playhouse. The outdoor play area is inviting and is utilised well. The child minder promotes outdoor play and the surfaces are suitable for all weathers, being decking and hard surface areas. She also uses local parks, play centres and places of interest to children in the local community. Facilities in the home such as toilets, the kitchen diner and lounge areas are safe and suitable for children to use.

The environment is equipped with a range of resources, which are suitable for the age ranges of the children. They are stored in the children's own playroom at a low level so children can access what they want. There is a good range of materials available for the children including sand, water and soil. Outdoor resources promote children's knowledge and physical skills.

Leadership and Management

The child minder has a good understanding of her setting and the type of care she provides. This is reflected in the statement of purpose, which also includes all the required information. When needed policies and procedures are reviewed and updated and she keeps required records including registers.

The child minder effectively self-evaluates her setting. She listens to advice from outside agencies and recommendations from inspections to ensure she meets requirements. The child minder has involved parents and children in her latest quality of care review and plans are made to improve her service. She has recently made improvements to her home and outdoor space, with the children having sole use of some areas now within the home and in the garden. She has also stated in her quality of care report, she has done everything possible to keep children, her family and herself safe during the pandemic.

The child minder keeps up to date with training, especially first aid and safeguarding. Resources are managed well and the child minder regularly reviews what is available and purchases new equipment if required or to meet the needs and interests of the children.

The child minder speaks fondly about the families using her setting. She develops a positive relationship with them, and keeps them up to date with their child's development and what they have been doing. Photographs and samples of the children's artwork are brought together in books, which are sent home periodically.

Recommendations to meet with the National Minimum Standards

None.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

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Areas where priority action is required

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Areas where improvement is required

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