



Inspection Report

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Deeside



Date Inspection Completed

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	11 September 2017
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>	Adequate

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

Summary

Children are happy and feel safe in the child minder's care. They settle well and develop positive relationships with their siblings, friends, and the child minder. Children are confident to express their ideas and opinions and frequently make decisions about their care and play. Children progress well with their learning through play and are developing their independence.

The child minder is very responsive and attentive to the children. She has a warm and nurturing manner and is a good role model. The child minder knows the children very well and meets their individual needs and wishes.

The child minder's home is child friendly and well maintained. Children receive care in a safe, clean, and secure environment. There is ample space and plenty of resources to encourage children to play and learn. Toys and play equipment promote curiosity and are in a good condition.

The child minder manages the setting satisfactorily. The statement of purpose has been updated since the previous inspection, however the child minder does not always forward notifications online to inform Care Inspectorate Wales (CIW). There are a range of policies and procedures in place to ensure the smooth running of the setting. Parents are complimentary of the setting.

Children have opportunities to make choices and decisions and are happy to express themselves. They move freely around their playroom choosing from the toys available to them. They play with modelling clay and accessories brought out for them and a selection of vehicles, which are a favourite and are easily accessible. Some activities are prepared for them such as making paper dragons for new year celebrations. Children are happy to express themselves, as they know their ideas and opinions are listened too. We heard them happily chat with the child minder sharing their ideas and asking her for an opinion.

Children are happy and have fun at the setting forming a warm relationship with the child minder. They enjoy being in her company and eagerly involve her in their play, asking questions and chatting. All children have been with the child minder since they were babies, they know the setting and routines well, which makes them feel secure, comfortable, and relaxed.

Children form friendships and good relationships with siblings. They interact well with each other, playing happily together, sharing plenty of smiles and laughter. Children are happy to share resources and take turns, for example when playing catch with the soft ball. We saw all the children enthusiastically work together as they tidied away their tabletop game before playing catch. They have good manners and are aware of the house rules, for example they were asked not to kick the ball in the house and respected this request immediately.

Children clearly enjoy their play and benefit from a varied selection of play and learning opportunities. They told us they enjoy and are interested in their craft activities. Children concentrate for an appropriate length of time in line with their age and stage of development when completing craft work and playing educational games. A child when asked, identified the numbers, colours, and shapes on an educational floor mat, smiling proudly when they had completed the task. Children are also proud of their achievements, showing us their completed paper dragons, and showing us how they could pronounce words from a variety of languages which were displayed on a poster. Children have opportunities to have fresh air when they play in the garden and when they go for walks and have days out visiting castles, beaches, and country parks.

Children are developing their independence skills well, enabling them to do things for themselves. For example, all children are encouraged to do things for themselves and to tidy away toys and learning resources when they have finished with them.

Care and Development

Good

The child minder has a good understanding of how to keep children safe and healthy. She is involved with the healthy and sustainable schools' scheme and consequently has effective policies and procedures in place to promote children's health and wellbeing. For example, to ensure children with specific dietary needs are kept safe and healthy she encourages all parents to provide healthy lunch boxes, whilst she provides fruit as additional snacks and water to drink. The child minder has attended up-to-date safeguarding training and understands the procedures to follow should she have any concerns about a child. She has current training in first aid, enabling her to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication, records are kept of children's attendance in a logbook. The child minder does not keep a daily record of activities and developmental information for parents, we recommended a diary is used to record details and evaluations of activities and outings and developmental notes for parents.

The child minder has a lovely manner with the children and delivers warm, nurturing care. She understands the children's needs and has a suitable behaviour policy to support this. We heard the child minder encourage and praise children for their efforts and positive interactions between themselves, which were lovely to see as the difference in age range between the children was seven years. The child minder supports children to make choices over where and what they want to play with, this helps promote their self-esteem and self-confidence. She is very aware of individual needs and offers support to children and their parents. She uses mood stars for individuals to find out how they are feeling when arriving at the setting in the morning and when returning from school later in the day.

The child minder provides play and learning opportunities which promotes children's interests and ignites curiosity. For example, children were using a magnifying glass to look at objects in the room and spoke about looking at creepy crawlies in the garden recently. They enjoy playing with modelling clay as it was stretchy and were keen to combine the colours and to test whether when rolled into a ball it would bounce off the chair. These are examples of how the child minder promotes children's learning naturally through play. In addition, we saw lots of counting and positive modelling of language. However, we did not hear much use of Welsh language during the inspection but did hear them using simple phrases and words of several other languages. The child minder has a good knowledge and understanding of children's development and uses this to promote and support children. She identifies their next steps but does not record details of these formally and simply communicates her observations verbally to parents.

Environment

Good

The child minder makes sure the premises are secure, safe, and clean. For example, doors were locked when we arrived. We recommended a visitor's log is used to record when other adults visit the setting, however the child minder stated she does not allow visitors to be present when child minding. The child minder completes risk assessments identifying potential hazards to children and measures in place to manage these risks. Regular fire drill practices ensure that children know how to leave the premises through front and rear exit points and safely in the event of an emergency. The child minder ensures that maintenance checks for the home and appliances are up to date.

The child minder provides a welcoming and friendly environment for children. It provides light, bright, and spacious areas for children to play and learn. Children have use of a large, dedicated playroom, where a variety of age-appropriate toys and resources are available. There is a good range of toys and resources for children to choose from in the playroom, including toy vehicles, construction toys, arts and craft materials and role play items. Children have additional play space in the conservatory when the weather is suitable, and an easily accessible rear garden.

Toys and learning resources are well organised. The child minder has a good selection of sustainable wooden play items and real-life items which are stored in boxes at low level so children can reach them independently. Samples of the children's work are displayed around the room in readiness to be taken home, which celebrates children's achievements and gives them a sense of belonging. The outdoor play area offers space for children to play and explore.

The child minder ensures equipment and play and learning resources suit the children's age range and are clean and in good repair.

Leadership and Management

Adequate

The child minder is very experienced and adequately manages the setting with some technical support to access online facilities. The statement of purpose supports parents to make an informed choice as to whether the setting suits their child's needs. However, this has been updated since the previous inspection, but a copy was not forwarded to Care Inspectorate Wales (CIW). The child minder told us she would be submitting a self-assessment of service statement at the end of January 2023 and would at the same time be uploading her statement of purpose (SoP). The child minder has a range of policies and procedures which reflect the quality of the setting offered.

The child minder stated she is in the process of completing an annual quality of care report which considers the views of the children and parents. She is reflective of the day to day running of her setting and often makes changes which benefit the children. For example, she involves children in the selecting of new toys and resources.

The child minder is appropriately qualified and has completed all mandatory training, including paediatric first aid, and safeguarding and has arranged to attend a food hygiene course. The child minder has made a second application in January 2023 to renew her Disclosure and Barring Service certificate (DBS) to confirm her suitability as a registered child minder.

The child minder understands the importance of working in partnership with parents to ensure that the children in her care receive the correct support to meet their individual needs. We were able to look through a selection of thank you cards and asked parents to complete online feedback. Children were very co-operative during the inspection and spoke very positively about the care they receive, with one child asking if they could still visit her when they go to High School. From talking to the child minder, it was apparent she goes above and beyond to support families.

Recommendations to meet with the National Minimum Standards

R1 To ensure a written record of visitors to the setting is kept.

R2 To ensure CIW are informed of any changes to the setting, using an online CIW account to notify us.

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
15	The child minder must compile a statement of purpose which consists of all the required information set out in the regulations.	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
N/A	No non-compliance of this type was identified at this inspection	N/A

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.

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