



Inspection Report

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Buckley



Date Inspection Completed

10/09/2021

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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	Manual Insert 27 October 2017
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.

Summary

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

Children are happy at this setting because their child minder listens to them and knows them well. They are able to make choices and decisions and their interests are valued. Children feel safe, and have very good relationships with their child minder and other children attending. They are learning to be independent and are developing well.

The child minder cares for children really well. She keeps them safe and manages their behaviour thoughtfully. She is experienced and provides activities indoors and outdoors, and in the local community to help them develop social skills and take part in new and exciting experiences.

The environment is safe and provides sufficient activities to develop children's skills. The indoor and outdoor spaces are suitable for children. There are ample toys and games in the playroom, which are in good condition, to promote children's development.

The child minder is experienced and runs a well-established setting. She identifies improvements, which will benefit children and their families. The child minder has formed very strong partnerships with parents, which helps children feel settled and their families supported. She has effective links with other child minders, local schools and support agencies within Flintshire, which help her to keep up to date and informed.

Well-being

Children make suitable choices and their interests are valued. They use verbal and non-verbal means to communicate with others depending on their age and stage of development. One child gestured when she wanted Daisy Duck and Kipper who were sitting in a safe place, and the child minder was quick to respond. Children are gaining confidence when asking for things and using words. They help themselves to toys on display, choose activities, which interest them, and are listened to when they ask for help or want to change their activity.

Children have a very good relationship with the child minder, as they have been cared for in this setting since they were small babies. Children know they will be cuddled or able to sit on the child minder's knee when they approach her for reassurance.

Children interact well with the child minder and with the other children of varied ages, attending during the day, after school or during school holidays. They share resources and are making friends, appropriate to their stages of development. They learn good manners from others, and are kind and respectful towards each other.

Children are interested and engaged in their play. They enjoy activities such as watching appropriate educational programmes on television and playing games. They were encouraged to play with small world sets and dinosaurs imaginatively. They answer questions, which their child minder asks them to make them think about what they are doing. They have a keen interest, knowledge and skills in recognising colours, numbers and shape for example. Children frequently visit the local park to play and feed the ducks, and attend play centres with other minded children. Here they enjoy plenty of physical play and gain confidence doing things for themselves in a safe and structured environment.

Pre-school children demonstrate a good level of independence putting on their coats and shoes before going outdoors. They like to colour on their own and run free when it is safe to do so in the park, collecting things for their collage activity in baskets.

Care and Development

The child minder aims to keep children safe and healthy. She has effective policies and procedures, and risk assessments, which parents have acknowledged and agreed to. They have been changed in line with guidance related to the Covid-19 pandemic. The child minder has up-to-date training in first aid and basic food hygiene but is currently unable to access a safeguarding update training course online. Additional training attended includes caring for children with attention deficit and hyperactivity disorder (ADHD). She provides opportunities for children to participate in regular physical play in the park and activities with other child minders who can provide support for example, when meeting up at play centres. The child minder is confident when talking about safeguarding and is aware of the correct procedures to follow should she be concerned about a child. She has a relief child minder, which the children know well, should she need to take time away from the setting. The child minder provides a healthy snack most of the time, offering a plain biscuit when a child asked for one. Children bring their own packed lunches and water bottles to the setting.

The child minder plays with younger children and supports them to manage their interactions and behaviour. She encourages children to be kind, and intervenes quickly explaining how they can hurt the feelings of others by taking their toys for example. She encourages young children to make up after incidents, and to give each other a cuddle and say sorry. The child minder is a good role model and when approached by two toddlers wanting a cuddle at the same time, she responded with “we have room for two, that’s why child minders have two knees”.

The child minder knows the children’s skills and preferences well. Contracts and registration forms are up to date and detail each child’s needs, preferences, likes and dislikes. Activities are often child led, with learning activities delivered through games and vocabulary developed through conversations. She made the most of a quiet ten minutes when children were on her lap, and read a story to them. She keeps a brief record and photographic evidence of children’s progress and is aware of the next steps of development for each child. The child minder would normally attend toddler and play groups with the children, but these are now closed. She promotes the Welsh language, using basic words and celebrating Welsh culture.

Environment

The environment is secure, warm, clean and well maintained, and provides a suitable, safe and comfortable place for children to relax, play and learn. The child minder has identified risks and taken action to minimise or eliminate them. She completes a daily checklist and for example, accompanies children to the bathroom, has large windows open to ventilate the room and uses a safety gate to prevent children from accessing other areas of the house. During the pandemic, the child minder has found it beneficial to care for the young children in the playroom only, which she cleans extensively each day. She restricts access to other areas within her home, which family members often use, to minimise the risk of cross infection for those who are vulnerable. Hand gel is available for use by visitors to the setting and family members. Children know how to evacuate the premises safely because regular fire drills are completed. The central heating boiler, smoke alarms and carbon monoxide monitors are in good working, documentation was available from external safety audit agencies.

The premises are suitable for childcare and have been redecorated recently. Carpets were replaced during periods when the setting was closed. In the playroom, murals, posters and toys are displayed at child height, and look bright and appealing. Older children can use the kitchen and a suitable table for messy play activities and craft. The outdoor area, which includes large play equipment, is suitable for children, however children prefer to visit the extensive common land nearby, and local parks on the way home from school.

The resources, which are suited to the age of the children, are in good, clean condition. The child minder checks for broken toys at the end of each day and removes those, which need cleaning. Children have comfortable tables and chairs for activities, and soft rugs on which to sit whilst playing on the floor. They can relax on a comfortable sofa if they feel tired and in buggies if they wish to sleep. There is ample storage space in the playroom. The resources are suitable, including books, construction sets; small world buildings and figures, garages, cars and push along buggies with dolls are examples of some of the quality items she has for children to play with.

Leadership and Management

The child minder is experienced and has knowledge about current childcare practices. Her statement of purpose is clear and concise and sets out what her setting provides. This helps parents make an informed choice about the kind of childcare they need. She meets the needs of children and their families very well. Policies and procedures are updated, for example, her general data protection regulation (GDPR) and confidentiality policies were updated in July 2021 and this ensures the child minder is familiar with current processes. Daily records are maintained, and those, which require signing by parents when acknowledging accidents, incidents and administering medication if permitted, have been completed appropriately. The child minder has systems in place to ensure children are transported safely. However the child minder has to have support from family members and the local child minding network when using for example, online facilities on the CIW website, and when sourcing information online, such as guidance.

The child minder makes improvements and the annual review of the quality of care takes into account the views of parents and children, which she generally receives verbally and then records. Action taken is to continue with current recording processes using the professional association for childcare and early years (PACEY) documentation and to change policies and procedures when needed due to the impact of Covid-19. The child minder highlights her lack of understanding of computers and the difficulties this causes in her review. She has sufficient support and is doing her best.

The child minder has cared for the same children for a number of years. She has care responsibilities for an adult alongside her child-minding role, and works with parents and other child minders to ensure children are well cared for when she cannot work. Mandatory training and disclosure and barring service (DBS) checks are current, however the child minder is waiting to attend face to face safeguarding training in preference to online courses which she finds challenging.

Relationships with parents are positive and contribute to the well-being of children. The child minder communicates well with parents and manages the service effectively. For example, she ensures parents have time to chat with her on a daily basis and sends some photos and messages using a mobile phone application. The child minder continues to seek support from Flintshire information services (FIS), PACEY and a local child minding network group, to ensure her setting operates as it should.

Recommendations to meet with the National Minimum Standards

R1 To consider replacing biscuits as a snack with healthier alternatives.

R2 to update safeguarding training as soon as face-to-face courses restart

R3 to consider developing skills regarding the use of computers to communicate with CIW and other relevant organisations, in order to source additional information and complete training online.

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

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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Date Published 09/11/2021