



## Inspection Report

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**Prestatyn**



**Date Inspection Completed**

21/05/2024

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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	15 May 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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 are confident and express themselves well. They move freely, choosing which activities they want to do, and their thoughts and ideas are valued. Children are familiar with routines and feel secure. They are friendly, interact positively and show good levels of engagement during their play and learning. Children's independence is developing well.

The child minder follows appropriate policies and procedures which keep children healthy and safe. Safeguarding is prioritised, healthy food is offered, and outdoor play is promoted. The child minder follows good hygiene practices and manages children's interactions well. She is knowledgeable, experienced, and effectively meets children's individual needs. She provides some opportunities for children to hear Welsh.

The environment is welcoming, safe and secure. All areas of the premises are well maintained, organised and clean. Toys and resources are of good quality and are creatively set out, in a variety of spaces, across the service. The child minder values the curiosity approach and purchases well-chosen resources carefully to develop children's key skills.

The child minder is well qualified in childcare, experienced and manages most aspects of her service well. She is reflective and listens to advice. Mandatory training is completed on time, and she keeps up to date with current best practice. The child minder has developed positive relationships with parents/carers and shares information effectively. She uses local places of interest to enhance children's experiences.

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

Children are very confident communicators and express themselves well. They move freely, choosing which activities they want to take part in, and their feelings are continually valued. For example, when children want to play outside, wear their sunglasses or choose to eat watermelon rather than strawberries, these choices are respected. Younger children communicate their wants and needs through facial expressions and babbling, and their requests are responded to swiftly. For example, babies showing subtle signs of being tired are given naps straight away.

Children are familiar with the setting's routines, such as going to the toilet before they go on the school run and washing their hands before mealtimes. These predictable routines help children develop a sense of belonging and self-confidence. Children are very settled and approach the child minder with ease. They like talking to her, enjoy being cuddled and have fun laughing together when playing games. This positive relationship enables children to feel safe and secure.

Children are friendly and interact positively with the child minder and each other. They enjoy playing alongside their friends and are learning to take turns. They follow the rules of the setting, behave well and are beginning to understand the needs of others. For example, they know that babies need their nappies changed and that they must be careful not to bump into babies when playing close by.

Children fully engage in their chosen play and learning and are confident to try new activities. They excitedly pour water down a funnel in the water tray and watch with interest as the wheels turn around. They enjoy watching bubbles float, and they smile as they try to catch and pop them. Children have free access to a wide range of activities and like to follow their own lead, moving from one area to another. Children told us they like coming to the setting and a parent/carer told us their child enjoys going on all the trips and outings that are arranged.

Children's independence is developing well. They are encouraged to do many things for themselves such as putting on their own apron before playing with water activities and using the toilet with only a little support. They are given various age-appropriate tasks which help promote independence. For example, a toddler was asked to turn off the bubble machine whilst the child minder was helping a baby. These small tasks give children a sense of responsibility and boosts their self-esteem. Most children are given enough time to feed themselves at mealtimes, and children's language skills are developing well.

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

The child minder follows appropriate policies and procedures which keep children healthy and safe. Safeguarding is prioritised and the child minder has a good understanding of her responsibility to protect children. She has attended up to date safeguarding training and knows what action to take if she is concerned about a child. Healthy eating and outdoor play are valued. For example, the child minder offers plenty of outdoor learning, and provides children with well-balanced food and healthy drinks. The child minder completes accident/incident records appropriately and shares them with parents. But she does not always write down how injuries are treated. Attendance records are well kept and show the child minder cares for an appropriate number of children in line with the National Minimum Standards (NMS).

The child minder follows her behaviour policy consistently and manages children's interactions well. She is a good role-model and is kind and respectful in her approach towards children. The child minder sensitively encourages sharing and gives praise for good manners and following instructions. She has a good understanding of child development and diffuses unwanted behaviour calmly.

The child minder is well qualified and experienced. She offers children a high level of support resulting in her meeting children's individual needs well. She provides children with warmth and stability by giving cuddles to those who need reassurance. The child minder promotes learning through well thought-out activities. For example, outside, she uses the dinosaurs and train track to promote imaginative play and language skills. She also develops children's gross motor skills using large apparatus and bikes. Sometimes Makaton sign language is used alongside spoken language to help children understand the meaning of words and phrases. Individual scrapbooks show children are given a broad range of experiences. There are suitable systems in place to monitor children's progress. But these link to the Early Years Foundation Stage rather than the Curriculum for Wales. The child minder provides some opportunities for children to hear the Welsh language through modelling a few key Welsh phrases and words.

## Environment

Good

The child minder has effective measures in place to ensure the environment is safe for children. All areas of the premises are immaculate, and the building and garden are secure. Written risk assessments are reviewed regularly and contain appropriate control measures to minimise risks. Fire drill practices are carried out regularly with relevant information recorded appropriately. The child minder follows good hygiene practices and supervises children well. However, supervision is not as effective when the child minder is preparing lunch as there are moments when she cannot see the children from the kitchen.

The child minder provides children with a welcoming, home from home environment. The premises are very well-maintained and contain a good range of play and learning opportunities. Indoors, a designated playroom is creatively set out with thoughtfully selected resources within children's reach. Labelled storage makes it easier for the children to select toys of their choice and follow their own lead. The garden area is large, extensively resourced and well organised. There are covered areas to shelter from the sun and/or rain, an area with a hard surface to ride wheeled equipment, and an outdoor playroom containing soft play resources and craft materials. The resources in these different areas keep children busy and engaged and the layout allows children to easily move from one area to the next.

The child minder provides children with clean, good quality toys, and furniture is appropriately sized. She understands the benefit of providing children with wooden play sets/natural resources as well as exposing them to real items. For example, she encourages children to explore real fruit and vegetables during their play activities. This inspires curiosity as children handle and taste items that they may never have seen before. The child minder encourages children to chop with knives and look closely at the colour and size of pomegranate seeds. This promotes children's all-round development and teaches them about the world around them.

The child minder develops children's cultural awareness through books, dolls, multicultural figurines and celebrates various cultural events throughout the year.

## Leadership and Management

Good

The child minder is well qualified in childcare, experienced and overall has good knowledge and understanding of the regulations and NMS. The statement of purpose is up-to-date and, after some amendments, accurately reflects the service and meets the NMS. Policies and procedures are appropriate. The child minder is familiar with current best practice and keeps up to date with new information and changes by working with support organisations and with another child minder, who she meets with regularly.

The child minder is reflective and listens to advice. She addressed the recommendations that were made at her previous inspection and continually strives to offer the best service possible. The child minder reviews her service by collecting views from parents and completes her annual quality of care report, including setting priorities for the future. This report needed some amendments which were completed within 24 hours and a copy was sent to us.

The child minder keeps paediatric first aid, food safety and safeguarding training up to date. She shows commitment to ongoing professional development by attending other training as well, which benefits the children. The child minder ensures household members over the age of 16 years have a valid Disclosure and Barring Service (DBS) Certificate. However, the child minder's own DBS certificate had expired due to an admin error. When this was discovered, the child minder took immediate action to rectify the issue and applied for a new DBS certificate. The child minder manages most of her paperwork appropriately and ensures children's registration forms contain all relevant information. However, nappy change times and children's sleep times are not always recorded as accurately as they could be.

The child minder has developed positive relationships with parents/carers. She shares information effectively through verbal discussions, what's app photographs, daily diaries and scrap books. Questionnaires sent out by the child minder show parents are happy with the service with comments such as '*X enjoys all activities offered*', '*very happy at the early curriculum led activities*', and '*X loves it*'. This was echoed with a parent/carer we spoke to who told us the child minder was amazing and they didn't want to send their child anywhere else.

The child minder uses local places of interest well to enhance the children's experiences. For example, each week she takes children to visit parks, playgroups and the library. This helps children gain a sense of belonging within the community and supports them to develop valuable skills.



### 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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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 24 - Safety	To improve the supervision of children during meal preparation times.

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 include the first aid treatment on children's accident records.
To keep a record of the exact time nappies are changed and the exact time children sleep.

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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