



# Childcare Inspection Report on

**Collette Hyde**

**Colwyn Bay**



**Date of Publication**

**Tuesday, 14 May 2019**

**Welsh Government © Crown copyright 2019.**

*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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Collette Hyde operates a child minding service from her home in Colwyn Bay. She is registered to provide care for a maximum of 10 children, under the age of 12 years. The service opens Monday to Friday from 8:00am- 17:30pm, including school holidays.

English is the main language of care.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and enjoy a good range of activities. They go out regularly in to the community and enjoy spending time with the child minder. The premises is safe and the child minder is nurturing and sensitive to the needs of the children. The service is managed appropriately and the child minder is keen to develop her service further.

### **2. Improvements**

During the inspection the child minder:

- amended her statement of purpose;
- wrote a dog policy and
- ensured children's records were completed in full with all the required information.

### **3. Requirements and recommendations**

There were no non compliance issues identified.

We made recommendations to further improve practice in relation to polices, record keeping and cleanliness.

# **1. Well being**

## **Summary**

Children are happy, settled and feel valued. They enjoy their play and learning and they are developing appropriate skills. Children interact appropriately and are learning to share toys and resources.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are encouraged to express themselves.

Children communicated in different ways to express their needs. Their language skills were still developing but through verbal and non-verbal communication their wants and needs were listened to and met. For example, one child wanted to make something of his own in the dough by mixing all the colours together, which was allowed. At nap time, young children were encouraged to sleep but when a child indicated he was not tired this was respected and the child was brought out of the buggy. Children's likes and dislikes were taken in to account when meals were being planned, and children were encouraged to choose their own snack, which we saw when a child chose to have a satsuma.

Children contribute appropriately and they are listened to.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are settled and have formed bonds of affection with the child minder.

Children happily played alongside the child minder which showed they were comfortable and at ease at the service. Children asked for help confidently and younger children enjoyed sitting on the child minder's knee being cuddled. We saw many laughs and smiles shared throughout the inspection which showed bonds of affection had been formed.

Children have developed positive relationships with the child minder and as a result feel happy and secure.

### **1.3 How well do children interact?**

Children co-operate and are learning to manage their behaviour.

Children behaved well and were encouraged to listen to others and share the toys. With support, they shared the dough and cutters and a child listened when he was encouraged to play carefully near a toddler. During a story, children listened well together pointing at the pictures and were friendly towards each other.

Children interact well and are learning to share and take turns.

#### **1.4 To what extent do children enjoy their play and learning?**

Children are interested in the activities on offer.

Children maintained interest in their chosen activity and when asked, told us they liked coming to the service. One child rode his scooter with a big smile on his face and another child enjoyed playing imaginatively with a stick. They enjoyed listening to music and were heard humming and singing whilst they played. We saw occasions where one child found it difficult to concentrate but when supported and directed, he was able to re-focus.

Children enjoy their play and learning experiences and with support, are able to maintain their concentration for an appropriate amount of time.

#### **1.5 How well do children develop, learn and become independent?**

Children have access to experiences which enable them to develop skills.

Activities we saw promoted children's development such as language and communication skills. Children also developed muscles in their fingers and hands through small world play. Children were encouraged to complete tasks by themselves such as using the toilet, hanging coats up and tidying away resources. This developed their independence.

Children participate well in activities enabling them to develop suitable skills.

## **2. Care and Development**

### **Summary**

The child minder understands her role and follows her policies and procedures. Effective strategies are used to manage children's behaviour and the child minder provides activities which interest children.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder promotes practices to keep children healthy and safe but this could be developed further.

The child minder had attended recent child protection training and had experience with safeguarding children in her previous role as a paediatric nurse. This had provided her with the necessary knowledge should she have a concern about a child. Nappy changes were carried out appropriately and she ensured these were done in a private area, away from the other children. We looked at accident and incident records and saw none were recorded. We discussed this with the child minder, but she assured us there had been no accidents since the service had been running.

The child minder had an up to date Food safety certificate evidencing she had the necessary skills to prepare and handle food safely. We saw she washed her hands before handling food but the children were not reminded to wash their hands before eating. We saw a healthy lunch offered which comprised of crackers, cheese, salad with yoghurt and fruit for dessert. The child minder was also able to recall food offered during the previous week, which was healthy and balanced. Parents were informed about what children had eaten via text messaging but the child minder did not keep her own food and drink records.

The child minder keeps children safe and promotes healthy lifestyles appropriately.

#### **2.2 How well do practitioners manage interactions?**

The child minder promotes positive interactions.

The child minder followed her behaviour management policy. She was consistent in her approach and modelled good behaviour. For example, she reminded children to take turns in the dough and be kind. She encouraged one child to play safely on the scooter and reminded a young child to be careful with the rolling pin, as it was heavy. We heard lots of praise being given for completing activities such as using the toilet independently, naming the correct colours during a game and listening well to a story. It was clear the child minder had built positive relationships with the children. She listened to and respected their views which resulted in children responding well to her and doing what was asked.

The child minder uses suitable strategies to manage children's behaviour.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

The child minder provides a range of play and learning experiences for the children.

Through discussion the child minder demonstrated she knew the children well, she was familiar with the Foundation Phase Curriculum and informed us how she was meeting individual needs such as working on one child's pencil grip and supporting a baby to sit up unaided.

We saw photographic evidence on the service's social media page which showed she provided a wide range of activities including craft, baking and outdoor play. She regularly attended toddler groups and planned trips out to the local area. Activities were also organised around themes such as Chinese New Year, Halloween and Christmas.

Children's individual milestones had been recorded but more comments were needed to make this more effective. This would help identify children's next steps in learning. We also recommended the child minder keep a summary of each child's time at the service, including information such as what they had been doing, how children had felt, what they had eaten and how long they had slept.

The child minder promotes learning appropriately and meets individual needs.

### **3. Environment**

#### **Summary**

The child minder cares for children in a welcoming, secure environment with toys which offer a variety of play opportunities. The environment is child friendly and resources are mostly clean and of appropriate quality. Overall, procedures in place keep children safe.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

The child minder has some measures in place to ensure the environment is safe for children.

We saw the premises were secure with access through the front door which was locked at all times. The garden was not used on the day but we found this area to be safe and free from hazards. Children's arrival and departure times were recorded in a diary, which ensured all children could be accounted for in the event of an emergency. Written risk assessments for all areas of the service were completed and followed.

Overall, the child minder supervised children appropriately. However, there were short periods of time where her dogs were left unsupervised with the children. There was also one occasion where the elderly dog grumbled. Whilst the children clearly loved the dogs and the children did not come to any harm, this posed a potential risk to children's safety. However, on our second visit these issues had been addressed. The child minder supervised the children at all times and the elderly dog was separated from the children by a stair gate. She confirmed this would continue to be her practice going forward.

Fire drills were conducted and the child minder was able to discuss her fire drill procedure in detail. This meant she and the children knew what to do should there be an emergency. However, we recommended writing a fire drill policy and recording the drills, including time taken to evacuate the premises and any difficulties encountered.

The child minder has appropriate measures in place to ensure the safety of the environment but other aspects require improvement.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The child minder provides a welcoming, child friendly environment.

The child minder's house provided ample space for children to play, rest and learn with access to the living room, dining room and kitchen. The environment was child friendly with low level storage and coat pegs for easy access. Resources were labelled with additional resources kept upstairs and brought out/rotated when children asked for them.

Outdoors, there was an enclosed garden and decked area, offering a large play space for children with a wide variety of toys and resources set out. The garden was not used during the inspection but photographs demonstrated it was used in warmer weather. We discussed using the garden as much as possible, even in the cold weather as daily physical activity can contribute to children's overall health and well being.

The child minder offers a suitable environment for children.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

The child minder provides a range of resources suitable for children's interests.

Toys and resources were developmentally appropriate and met children's interest levels. The child minder washed toys on a weekly basis to ensure they were clean and in an appropriate condition. However, we noticed the cutlery drawer in the kitchen needed to be cleaned.

We saw natural and sensory resources stimulated curiosity in the play dough and we saw the child minder also hired resources from the toy library.

Overall, the child minder ensures resources are of satisfactory quality and condition.

## **4. Leadership and Management**

### **Summary**

The child minder manages her service appropriately and has systems in place to evaluate and develop the service further. Partnerships with parents and the local community have been established and the child minder positively demonstrates her suitability to care for children.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder meets our regulations and National Minimum Standards.

The child minder provided parents with a clear statement of purpose which contained accurate information and reflected the service well. A minor amendment was needed regarding the language spoken at the service and the confidentiality policy needed to inform parents that as part of our inspection we would have access to their children's confidential information. Overall, we saw policies and procedures were followed but children's individual records did not contain all required information. However, these were completed in full before the report was written.

The child minder was enthusiastic and passionate about caring for children. She had created a positive ethos where children felt valued. 'All about me' sheets were completed prior to children starting at the service which ensured she knew their likes and dislikes. She ensured she was running her service in line with regulations but it was clear she was still developing her service and was keen to make improvements.

The service is managed appropriately.

#### **4.2 How effective is self evaluation and planning for improvement?**

The child minder is keen to review her service and make improvements.

The child minder had recently bought new toys as a result of children's interests. She also discussed future plans and hopes to create a sheltered area on the decking so that children can go outside in all weathers.

We found the child minder reflective and keen to learn. She acknowledged our recommendations and made immediate changes to her service before the second day of inspection. She also discussed the possibility of using an electronic device to record food given, children's activities, nappy changes and sleep time. This showed she was keen to learn and willing to try new ways of working.

The annual quality of care report was due to be completed in May 2019. The child minder was aware of this and confirmed she would formally evaluate her service, taking parents and children's views in to account, in preparation for this.

Suitable systems are in place to evaluate the service and the child minder is willing to try new ways of working.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

The child minder is sufficiently qualified.

The child minder had recently completed a Level 3 Diploma in Children's Care and Learning and was previously a children's paediatric nurse. We saw this had given her the necessary experience and skills to meet the needs of children in her care. We saw she held a current Paediatric first aid certificate, Food safety certificate and had attended safeguarding training. Both the child minder and her husband had up to date Disclosure and Barring Service clearances.

The child minder positively demonstrates her suitability to care for children.

#### **4.4 How effective are partnerships?**

The child minder works together with parents.

The child minder told us she spoke to parents verbally at drop off and pick up times as well as sending updates via text messaging. Daily feedback was related to the children's routines, activities undertaken and how the children had been feeling. Photographs of children playing were shared on the service's social media page and children's craft work was also sent home.

The child minder made good use of the local area and wider community. She visited toddler groups, arranged play dates with other child minders, used the toy library and arranged outings. This developed children's social and communication skills in addition to enabling them to feel part of the community.

Partnerships with parents and links with the community ensure positive outcomes for children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

First inspection

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

The child minder should consider:

- encouraging children to wash their hands before eating. She should also clean the kitchen cutlery drawer;
- amending the Confidentiality policy and Statement of purpose;
- keeping a record of the activities, drinks, meals and snacks served to the children as well as sleeps and nappy changes;
- regularly recording the progress and development of children and to link this with planning for future learning, and
- recording fire drills and writing a fire drill procedure.

## **6. How we undertook this inspection**

This was a full inspection as part of our annual schedule of inspections. The provider was given short notice to check their availability.

One inspector visited the service from 12:10-14:20 on Tuesday 12 March 2019 and from 13:20-14:40 on Thursday 14 March 2019.

We:

- observed the children and the care they received at the service;
- spoke to the child minder;
- spoke to the children;
- looked at a wide range of records including the statement of purpose, policies, procedures, children's records, and
- inspected the premises and the quality of toys and resources.

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

|  |  |
|--|--|
| Type of care provided  | Child Minder   |
| Registered Person  | Collette Hyde  |
| Registered maximum number of places  | 10   |
| Age range of children  | 0-12   |
| Opening hours  | Mon- Fri 8:00-17:30  |
| Operating Language of the service  | English  |
| Date of previous Care Inspectorate Wales inspection                            | First inspection   |
| Dates of this inspection visit(s)  | 12/03/2019<br>14/03/2019   |
| Is this a Flying Start service?  | No   |
| Is early years education for three and four year olds provided at the service? | No   |
| Does this service provide the Welsh Language active offer?                     | This service does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service. |
| Additional Information:  |  |