



Childcare Inspection Report on

Sharon Kitchen

Deeside



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Description of the service

Sharon Kitchen operates a child minding service (Tiddli Winks) from her home in Wepre, Connah's Quay and is registered to care for a maximum of 10 children under 12 years of age. Of those 10, no more than six children may be under eight years of age and of those six children no more than three may be under 5 years of age unless working at the same time as her partner Mark Halliwell who is also a registered child minder. Her service is open from 07:00 – 17:30 Monday to Friday throughout the year with the exception of bank holidays when the service is closed. The service is offered through English with some basic Welsh introduced into some play and learning activities. The child minder does not provide the Welsh Government's Active Offer of the Welsh language.

Summary of our findings

1. Overall assessment

This was a focused inspection that only looked at well-being, care and development and leadership and management. This inspection found that; when at the child minder's home, children are able to have choice over the toys they play with and show enjoyment in these however, the daily routine and organisation of the service provides limited opportunity for this. The child minder manages interactions consistently and in line with the service's behaviour management policy to ensure children are kept safe. Children have positive interactions from the child minder and have a clear bond of affection with her, chatting with her openly and being relaxed in her company. The child minder does not plan for or keep a record of children's progress which would help promote their development and she does not keep a record of children's day to day activities to evidence what they have been doing. The child minder is not always effective in the way she organises and leads her service as we identified two areas of non-compliance with The Child Minding and Day Care (Wales) Regulations.

2. Improvements

As this was a focussed inspection we did not consider improvements made to the service since the last inspection however, we are able to report that maintenance and repair of the outdoor play space was ongoing.

Since this inspection:

- The child minder has sent us written confirmation that she has altered her morning arrangements appropriately to ensure that she does not exceed caring for three children under the age of five when working alone.
- The child minder has told us of the activities and crafts she has completed with the children since the inspection for example, painting and making bats for Halloween.

3. Requirements and recommendations

We found that the child minder was non-compliant with two regulations. These matters relate to the leadership and management of the service and further information can be found under section 5 of this report. As we did not find evidence on this occasion that these areas of non-compliance had had a negative impact on children's well-being, we have not issued a non-compliance notice on this occasion but have brought them to the child minders attention to ensure that these matters are addressed.

1. Well-being

Summary

Children's ability to make choices is limited to the time they spend at the child minder's home. On the day of this inspection the children spent 2 hours walking to the nearby shops, and the child minder has confirmed that taking and collecting children to and from school is part of their normal daily routine. We found that children are listened to, are settled and are developing positive emotional attachments with the child minder and each other. They are learning to manage their own behaviour, co-operating, taking turns and show an interest in the toys and resources available to them. Children know the daily routine well and are given opportunities to develop their independence.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak up and are listened to.

Children speak and communicate their preferences confidently. We heard a child asking the child minder whether the cars would be out when they got to her house and was pleased to hear they would be. Throughout the inspection the children were heard to initiate conversations and chat to the child minder, confident they would be listened and responded to.

Children have an appropriate amount of choice and control.

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

Children are settled and secure.

Children were settled with the child minder and within the family home and had a sense of belonging; a child collected from school entered the child minder's home confidently, putting their shoes and bag away in the dedicated place and happily saying 'hello' to the other children present. The children had developed bonds of affection with the child minder with the youngest child drifting off to sleep in the child minder's arms and the other sharing tales of their weekend trip to the Zoo with her.

Children's well-being is supported by the secure relationship they have with each other and the child minder.

1.3 How well do children interact?

Children interact well.

Children played well together and were becoming sensitive to the emotions of others; the child minder supporting the children to understand how to share appropriately. A child was seen to pass a toy to the youngest child to play with ensuring they could join

in contentedly. The children behaved and co-operated well, listening to instructions and having a clear understanding of the rules of the service, quietening down when asked to.

Children are developing friendships and learning how to interact positively.

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

Children engage with the toys and resources made available to them.

During this inspection both registered child minders were present which meant there were some opportunities for the children to play alongside both adults which they enjoyed. The busy daily routine however, would mean that when both child minders are not present there would be little opportunity for children to play alongside an adult as the daily routine revolves around the need to walk to collect and take children to school. Children engaged positively with the toys available and showed interest in the television which was put on whilst they ate their lunch; the child minder engaging them in conversation about what they were watching. The children talked about the conkers they had found while out walking and were excited to tell us how they were still falling from the tree as they collected them.

Children have a fair amount of enjoyment from the opportunities presented to them.

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

Children have some opportunities to develop, learn and become independent.

The youngest child was given time and opportunity to develop physically away from the pushchair and walker with the child minder supporting the child to stand and develop their core strength in readiness for learning to walk. The older children, whilst given opportunity to develop physically, had little opportunity to learn and develop through planned and structured activities, as a high proportion of their daily routine and time was spent out walking. Whilst taking children out on walks can be an enriched experience and children can learn and develop, we did not find evidence, on this occasion that children's learning and development were promoted from being out walking for over two hours.

Children are provided with opportunities to develop their independence. They collected their booster seats and chairs from the corner of the lounge and carried them independently before setting them up and sitting down in preparation for lunch.

Children are missing out on learning and development opportunities due to the structure of the current daily routine as they are not given sufficient time to focus on a task or activity before needing to prepare for meals, sleep or collect others from school.

2. Care and Development

Summary

The child minder has positive relationships with the children and knows them well. She considers their safety and promotes healthy lifestyles by ensuring the children are physically active each day however, she must be mindful that the daily routine puts children's needs first. The child minder has ample toys and resources available for the children but does not promote children's play, learning and development by planning activities which would meet their individual needs. We would recommend the child minder completed the Public Health Wales' 'Infection Prevention and Control for Childcare Settings' audit and implements the recommendations within her service. As this was a focused inspection we did not consider all aspects of each key area.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures children are physically active each day however she needs to be mindful that child's needs are not compromised over household errands.

The child minder takes children out for walks daily. However, we found the purpose of these walks are for school drop off, collections or as we found during this inspection to enable the child minder to get things she needed from the shop rather, than with a focus on the child's development or for the children's benefit for example, walking to attend a playgroup. The child minder should consider whether it is appropriate for tasks such as shopping for personal items to take priority over the children's opportunities to play, learn and develop. The child minder told us the children do not walk to the shops every day.

The child minder does not provide food for the children however; she could consider having drinking cups and water readily available for them especially on return from their walks. As the child minder does not keep a diary of activities undertaken each day, we were unable to evidence whether the children had had a break, stopped for refreshments or had the opportunity for play during their walk into town.

The child minder ensured the youngest child was strapped into the pushchair securely and encouraged the eldest child to walk alongside her when crossing the road. The child minder was mindful to let the child develop their independence, walking independently and checking for themselves if there were cars coming and whether it was safe to cross. The child minder told us she has a double pushchair available and a seat attachment for the children to sit on should they get tired of walking.

The child minder's practices, as observed on the day of the inspection, do not give enough consideration to infection control procedures. We did not see the children washing their hands before they ate their lunch. There was a plastic coated mat placed over the lounge carpet for protection from spillages during mealtimes. We saw

that children's nappies were changed on the plastic mat and although antibacterial wipes were used to clean down the mat following the child's nappy being changed, the Public Health Wales' recommended nappy changing procedure was not followed to prevent cross infection. We would recommend the child minder completed the Public Health Wales' 'Infection Prevention and Control for Childcare Settings' audit and implements the recommendations within her service.

The child minder gives consideration to keeping children safe.

2.2 How well do practitioners manage interactions?

The child minder manages interactions positively.

The child minder spoke to the children respectfully and in a manner which was appropriate to their age and stage of development. The children responded well to her and she described how well the children behaved whilst in her care.

The child minder had a behaviour management policy dated May 2017 which clearly outlined the rules of the 'house' and provided a detailed description of the sanctions used should unwanted behaviours occur. These were appropriate to the age and understanding of the children present.

The child minder had fun interactions by asking one child if they would be having 'snail sandwiches' for his lunch which made the child giggle.

The child minder interacts with the children in a suitable manner.

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

The child minder provides some responsive care but does not promote children's development.

Children were relaxed in the company of the child minder and she provided some responsive care; taking one child to the toilet as soon as they asked and on her return from the school pick up changing another promptly after a toileting accident. We did not hear the child minder offering or providing the children with a drink on return from their walk. We would recommend this is done as a matter of course.

The child minder does not plan activities for the children and does not keep a record of the activities they have participated in. The child minder's registers showed that school drop off and pick ups occurred three times per day meaning that children spend a high proportion of their day walking to and from school. In addition to this, on the day of our inspection the youngest children had walked a distance of approximately 2 miles into Shotton and back for the purpose of completing tasks for the child minder, leaving little opportunity for them to spend time playing, learning and developing before their lunch and their afternoon sleep. The child minder told us she

did not plan activities because, as opportunities arise, for example, meeting another child minder at school and walking to their house for a play, the day may change.

We were unable to evidence how children's views were taken in to account within the daily routine. We discussed this over the telephone with the child minder during feedback and were told that children are asked '*What would you like to do today?*' the child minder felt confident the children would speak up and tell her how they were feeling and if they didn't want to do something. The child minder should be mindful of the children's ages, their individual needs and whether children's views and feelings are taken into account in relation to the daily routine. We have recommended that a daily diary be kept to evidence the activities the children participate in and how their views have been taken account of.

At present the child minder's daily routine provides insufficient time and opportunity for children to play, learn and develop in a relaxed manner.

3. Environment

Summary

This inspection focused on the Well-being of children, their care and development and the Leadership and Management of the service. CIW did not consider it necessary to look at the quality of the environment on this occasion because this theme was considered in depth during our inspection on 8 and 15 March 2018. This theme will be considered at future inspections.

Our findings

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

This key area was not inspected during this focused inspection however we found the safety of the environment to be suitable and therefore no new areas for development were identified during this inspection in relation to this.

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

This key area was not inspected during this focused inspection.

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

This key area was not inspected during this focused inspection. We had no concerns about the quality of the resources and equipment used and can report that maintenance and repairs to the outdoor play areas were being carried out during this inspection.

4. Leadership and Management

Summary

Leadership is somewhat effective with most records being maintained appropriately however, we found improvements were required in relation to the management of how and when both registered child minders work together and information recorded about individual children.

Our findings

4.1 How effective is leadership?

The child minder keeps most records up to date however leadership is not always effective to ensure best outcomes for children.

We found the child minders' registers to be up to date and recorded the exact time the children arrived and departed. These registers also showed when both child minders were present. We found that there had been occasions when the child minder had cared for four children under the age of five when working alone which does not comply with the National Minimum Standards for Regulated Child Care. We noted that information for one child on the register was not recorded. We asked the child minder about this and were told this information was not available as she had only cared for the child on one occasion. Having this information is a requirement of the regulations and we have brought this to the child minders' attention as an area of non-compliance.

Not all processes within this service are effective.

4.2 How effective is self evaluation and planning for improvement?

This key area was not inspected during this focused inspection however it will be considered in future inspections and recommendations made within this report will be reflected upon.

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

The child minder does not always manage staff and resources adequately.

The child minder works alongside her partner who is also a registered child minder enabling them to care for up to six children under five when both are actively caring for children. This however, is not always effective as we found there were occasions when only one child minder was available to care for the children and there were more than three children under five years old in attendance. We have discussed this with the child minders and action must be taken to address this.

The child minder does not drive and therefore it is a necessity to walk to and from school. Both child minders should however work together to ensure that they offer a service that puts the needs of the children first, and to ensure that as individually registered child minders, both have the same responsibility to ensure that their time is

spent offering a service that promotes opportunities for children's play, learning and development.

The child minders need to work collaboratively together to ensure positive outcomes for children.

4.4 How effective are partnerships?

This key area was not inspected during this focused inspection but it will be considered at future inspections. The child minder told us that she keeps the parents informed of when she goes out walking with the children and is confident that the parents are supportive of this; thanking her for making them 'good walkers'.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the child minder that she was non compliant with the following regulations;

The Child Minding and Day Care (Wales) Regulations 2010, Regulation 14 (1) – the registered person must have regard to the national minimum standards which relate to the type of care provided by the registered person.

This is because national minimum standard 15.7 states that *‘the maximum number of children for whom a child minder may care is as follows;*

- *Ten children up to 12 years of age;*
- *Of those ten children, no more than six may be under 8 years of age.*
- *Of those six, no more than three may be under 5 years of age.*
- *Of those three children, normally no more than two may be under 18 months of age, although exceptions can be made for siblings.*

We found within the child minder’s registers that on occasions she had more than three children under five whilst caring for them on her own and on other occasions she was caring for more than six children under 8 years of age on her own.

The National Minimum Standards (NMS) outline the maximum numbers of children and their age ranges allowed, to ensure that child minders are able to adequately meet children’s needs. The child minders’ own records evidenced that these ratios were not always adhered to. On the day of the inspection however, the child minder was working within the recommended requirements of the National Minimum Standards and her husband, who works alongside her as a registered child minder was also present. Therefore we were unable to evidence what impact not working within the NMS may have had on the children. We have therefore not issued a non-compliance notice on this occasion but have brought this to the child minder’s attention and will re-consider whether sufficient action has been taken to address this during future inspections.

The Child Minding and Day Care (Wales) Regulations 2010, Regulation 30 (1) subject to paragraph (2), the registered person must –

(a) maintain and, whilst relevant children are being cared for by the registered person, keep at the relevant premises, records in relation to the matters specified in Schedule 3;

This is because we found that the child minder did not have a child’s record and therefore the relevant information as required by Schedule 3 points 1 -9 about a child for whom she had provided care for. We did not issue a non-compliance notice as we

did not find, on this occasion that this impacted on children's wellbeing. The child minder must address this matter.

We recommended that the child minder should;

- give consideration for national minimum standard 7.1 *'the registered person is responsible for ensuring that the children's individual needs are met and their welfare is promoted by planning and providing play opportunities and activities to promote emotional, physical, social, creative, linguistic and intellectual development.'* and keep a record or diary of the activities and development opportunities the children have had each day;
- in relation to national minimum standard 10.3, encourage children to wash their hands before meals and on returning from walks and outings;
- access, assess current practice and implement the recommendations from the Public Health Wales – Infection Prevention and Control for Childcare Settings audit within the service;
- review the current nappy changing policy in light of the above recommendation.

6. How we undertook this inspection

This was a focused unannounced inspection undertaken as the result of an anonymous concern about the service. One inspector visited the service on 16 October 2018 from 11:00 – 13:55 hours.

We:

- Observed children's engagement and the care being provided by the child minder;
- spoke to the child minder;
- looked at attendance registers and the behaviour management policy;
- considered the areas of the premises where the children played and the quality of toys and resources; and
- provided the child minder with detailed feedback of our findings.

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

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Sharon Kitchen
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	07:30 – 17:30 Monday to Thursday and 07:30 – 17:00 on Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	8 and 15 March 2018
Dates of this inspection visit	16 October 2018
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 is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	