



Childcare Inspection Report on

Dawn Fedrick

Penmaenmawr



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Description of the service

Dawn Marie Fedrick is registered to provide care for up to six children under 12 years of age when working alone. She often works alongside her mother who is also a registered child minder. When both child minders are providing care, they are registered to care for up to 10 children under 12 years of age. The child minder operates her service from her mother's home in Penmaenmawr, which is close to the A55. The service is open Monday to Friday between 08:00 am and 5:30 pm. Care is offered to children from birth to 12 years. The main language of the service is English, with incidental Welsh words used whilst children play; the service does not meet the criteria to be providing an 'Active Offer' Welsh Language.

Summary of our findings

1. Overall assessment

Children are happy, valued and enjoy their play. The child minder understands how to keep them safe and healthy and is well qualified to plan interesting activities for the children to take part in. The environment is suitable to meet children's needs and is well maintained. The child minder leads her service in an organised manner which ensures that she delivers it effectively in line with the national minimum standards.

2. Improvements

Since our last inspection, improvements include;

- New flooring in the downstairs of the property;
- new toys and equipment and
- further professional development and training for the child minder.

3. Requirements and recommendations

We made recommendations to improve practice in relation to leadership and management and some aspects of record keeping, care and development in relation to the tracking of children's progress, and the environment with some enhancements recommended for the playroom.

1. Well-being

Summary

Children are able to speak up and are listened to. They are settled and have clear bonds of affection with the child minder. They are developing good friendships which enhances their enjoyment and play. Children are given some opportunities to develop and become independent although this could be further extended.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak up and are listened to.

Children were happy to move around the playroom freely and communicate their needs. They were able to choose from the toys available and were confident to ask the child minder for other toys and resources they wanted, for example, books. The children knew that the child minder understood their needs and would be responsive to their non-verbal cues, for example, when a child was showing signs of tiredness the child minder asked if they wanted to go for a sleep and their needs were met. The child minder was heard to ask 'would you like to look at the books now?' evidencing that children are given choice. However, other opportunities for children to make decisions were limited as not many resources were easily available to them.

Children know they have a voice in the service as the child minder appropriately meets their needs when they are expressed.

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

Children are happy and feel secure.

Children were settled and were developing positive emotional attachments. We saw that children received cuddles and nurturing care when they sought it. They expressed enjoyment when playing alongside their friends and were content. Bonds of affection with the child minder were apparent with one child becoming unsettled when she left the room but was swiftly distracted and settled by the other child minder present.

Children's well-being is consistent because they are made to feel safe, happy and valued.

1.3 How well do children interact?

Children interact confidently.

Children were becoming sensitive to the emotions of others and were learning how to express themselves appropriately. We saw some children playing nicely together with a shape sorter and a child collecting a toy for her friend to play with. The children co-

operated well with the child minder, getting ready for school when asked to do so. Children understood the rules of behaviour for the service and played with the toys and equipment appropriately.

Children interact positive with each other and the child minder.

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

Children express enjoyment and are interested in the play activities available to them.

All children found a toy which captured their interest and engaged them in play. They were able to persevere with their chosen activity for an appropriate amount of time, for example, pushing a toy train along the floor. They were confident to show us what their favourite toys were in the playroom and recognised which toys were their friend's favourites. A child just learning to talk pointed to the Go-Cart and said his friend's name.

Whilst we did not see the children participating in a craft activity, examples of their Christmas crafts were on the playroom table drying and the children expressed enthusiasm to finish them off, being told that it would have to be another time as the paint was not yet dry. Children initiated most of the play we observed. However, there were some opportunities for adult interactions which they enjoyed.

Children are able to participate in play which they enjoy.

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

Children are given opportunities to develop and follow personal interests.

Children were able to access freely chosen play which helped them to learn and develop. They were supported to develop linguistically with the child minder speaking to them frequently in both Welsh and English. We saw children showed good initiative to develop creatively through independent explorative play. One child busily engaged in 'fixing' the go-cart. He explored how the wheels and brakes worked before role playing 'fixing' the cart, talking about his play and developing his language throughout. Children's learning and development could be further enhanced with the introduction of areas of play which align to the principles of the Foundation Phase and further adult directed play.

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

2. Care and Development

Summary

The child minder has kept her safeguarding training up to date and knows how to keep children safe and healthy. She manages interactions confidently and calmly and ensures children understand the rules for behaviour. The child minder plans some activities which promote children's development. However, this could be developed.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder understands her role and responsibility with regards to keeping children safe.

The child minder has kept her safeguarding training and child protection policy up to date and understood what to do should she have any concerns about a child's safety. At present the child minder does not record existing injuries; we have recommended that this practice is established to further safeguard children. The child minder had recently attended training on Health and Safety, Fire safety and Risk Assessment. She had implemented this training well into the service as we saw that risk assessments were in place and fire safety was prioritised. The child minder had a fire evacuation map in place and had conducted regular fire drills. The children were able to tell us confidently which doors they would leave through in the event of a fire.

The child minder had attended training on providing healthy snacks for children and when assessed in 2014 the kitchen within the premises had received a Food Standard rating of 5. We saw a sample menu which showed the child minder promoted healthy lifestyles by offering balanced and nutritious meals and snacks.

First Aid training had been renewed. Accident and incident forms provided by the umbrella body had been completed fully, with parents signing to acknowledge they had been informed and a carbon copy being given to parents for their reference.

The child minder is effective in ensuring children are kept safe.

2.2 How well do practitioners manage interactions?

The child minder manages interactions consistently.

The child minder was consistent in her approach towards all children which meant that there was no confusion in each child's mind as to what was acceptable. The children behaved well and were happy to co-operate with the child minder leaving little cause for the child minder to manage behaviours during this inspection. The child minder promoted good behaviours by encouraging a child to tidy up the jigsaw and offering support to the child to do so. The child minder promoted a sense of fun and interactions showed a familiarity between the child and the child minder. She thanked

the child for passing her the jigsaw pieces and asked '*are you going to get me the next one?*' which the child happily did, singing and mimicking the child minder's actions.

The child minder ensures children experiences good quality interactions.

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

The child minder offers children opportunities to play and develop.

The child minder provided responsive care ensuring children's individual care needs were met. The child minder understood the impact individual learning needs had on children. She was keen to support children with additional needs in the most effective way she could, seeking advice and guidance on how to best achieve this. The child minder had completed online training in relation to food allergies and had attended training on providing healthy snacks for children.

The child minder organised opportunities for children to play outdoors, at the local playgrounds and to attend local playgroups. This ensured the children had opportunities to play and develop. There was evidence on the playroom table of the children's Christmas crafts, where their fine motor skills had been promoted by a painting and gluing activity. The child minder should work towards developing activity planning which implements the Foundation Phase and consider ways of tracking children's progress across the seven areas of learning.

The child minder offers reasonable opportunities for play, learning and development. However, this could be developed further.

3. Environment

Summary

The child minder ensures the premises is secure, welcoming and suitably meets the children's needs. She provides a clean and well maintained environment which overall, is free from unnecessary risks to children, although some practice recommendations were made. Toys, resources and equipment are appropriate for the age and the needs of the children being cared for and are easily accessible.

Our findings

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

The child minder has set procedures to ensure the premises are safe.

The child minder and her colleague work well together, delegating tasks to ensure the environment remains clean and safe. For example, one child minder takes responsibility for preparing and cooking the children's meals whilst the other takes responsibility for the cleanliness of the premises. The child minder had considered the children's safety, and risk assessments were in place. These were kept under review and were updated when required. The child minder must consider the daily routine and all risks associated with having dogs at the premises ensuring that all unnecessary risks are minimised or eliminated. The child minder had ensured the boiler had been checked and serviced annually for its continued safe use. The playroom was secured from access into the kitchen in order to keep children safe. The outdoor area was made safe by a gate which was secured and which had a sign attached reminding others of the need to keep the gate secured.

The child minder ensures the environment is sufficiently safe.

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

Overall, the child minder has a child centred approach to ensuring the suitability of the environment.

The environment offered children sufficient space to play together and available toys were stored safely. The premises was well maintained and decorated in a way which meant it was welcoming. The child minder used the front garden for outdoor play which was spacious and well equipped with toys and resources which promoted play. Large play equipment was also stored and used in the children's playroom. Whilst the children accessed and played with these toys, this did limit the floor space available to the children for other activities. Hard flooring in the playroom was practical for the room's various purposes. However, the child minder should consider how soft furnishings could be used in this area to make the room more comfortable and nurturing. For example, we saw the children sitting on the floor to look at books. The addition of a reading corner with cushions

or beanbags or a lounge chair would have allowed for the children and child minder to sit together comfortably to share the book, enhancing the children's sense of belonging and attachment. The children do have access to the child minder's lounge where there is a sofa and lounge chairs. However, we did not see the children accessing this area during our inspection and the area was only used to enable the youngest children to sleep.

The child minder gives consideration to how the environment is used to meet children's needs but enhancement to this could be beneficial.

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

The child minder ensures children have access to equipment and toys suitable for their needs.

A table and suitable number of chairs within the playroom meant that the children could sit together to eat and participate in craft activities. Facilities such as booster seats were readily available for the younger children and ensured they were kept safe whilst sitting at the table. A separate room which was available directly from the playroom provided additional storage for toys and resources and a quiet place for children to sleep in a travel cot should they wish to. Individual sheets and blankets were available for each child showing that the child minder was aware of her responsibilities in relation to infection control, and knew how to minimise the risk of cross infection.

The child minder had attended Car Seat Safety training to ensure she knew that she was transporting children in the safest possible way and that the correct equipment was available for this purpose.

The child minder offered children toys which were developmentally appropriate for their age. However, there were not many toys available to the children within the playroom. The child minder should consider the layout of the room to enable more toys to be stored within the children's reach. This is because we saw that children had to ask for the book they wanted rather than being able to access it themselves. Jigsaws were also taken out and put away for the children. Having toys more easily accessible to children helps promote their choice and independence.

The child minder provides adequate toys, resources and equipment which are of suitable quality.

4. Leadership and Management

Summary

The child minder leads her service effectively to ensure that the vision is delivered well. She has procedures in place for evaluating and reviewing the quality of the service she delivers and planning for improvements. Both registered child minders work successfully alongside each other, effectively delegating roles and responsibilities to ensure the service runs smoothly. The child minder values parents as partners and keeps them informed of their child's well-being.

Our findings

4.1 How effective is leadership?

The child minder ensures her service is delivered effectively.

The child minder is well organised and ensured that effective policies were in place and kept under regular review. The child minder is well qualified to Level 3. She keeps her knowledge and understanding of current best practice up to date by attending regular and varied training. There is an up-to-date statement of purpose available which provides an accurate picture of what the service offers and how we found it to be operating at the time of the inspection. The child minders work effectively together and have a shared vision which works well to promote continuous improvement.

The child minder uses her experience to deliver a well organised and effective service.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place for effectively evaluating the quality of the service she offers.

The child minder ensured that parents had questionnaires to complete annually to gather their views of the service. Parents' views in relation to key aspect of the service were considered and reviewed. The child minder used the information received to implement and plan for improvements to her service; formulating a clear and concise quality of care review. There had been no concerns or complaints made about the service.

The child minder actively seeks the opinions of others in order to improve her service.

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

The child minder manages her time and resources well.

The child minders work effectively together and have clearly delegated roles and responsibilities. They have adopted a key worker system to ensure there is continuity of care for the children and so that parents have a consistent point of contact for

communication. The child minder manages her time and the service effectively, ensuring that mandatory training such as First Aid and child protection are updated within the specified time. The child minder had ensured that her insurance for the service and the vehicle she uses for transporting the minded children were current. She is dedicated to her continued professional development and regularly attends training courses which benefit her service.

The child minder is efficient and well organised in her management of the service.

4.4 How effective are partnerships?

The child minder has developed positive means of communicating with parents.

The child minder offers the parents of younger children a written account of their day, keeping the parents informed of their child's well-being. She provides parents of older children with a verbal account of their day on collection. Parents have the opportunity to share their children's experiences as the child minder sends them regular photographs of their child directly to their mobile phones. The child minder understood her role and valued the partnership between herself and the parents when identifying and supporting children with specific needs.

The child minder has stable and effective partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the child minder;

- Dates her policies and procedures to show when they have been reviewed and updated;
- ensures that, when working alongside another child minder, there is a record of what times each child minder has been present, for example, a signing in and out sheet to evidence which child minder continued to care for the children and which collected children from school;
- introduces the use of 'existing injury' forms to ensure that there is a clear record kept of injuries children already have when they arrive at the service;
- develops methods for tracking children's progress so that this may be shared with parents;
- considers how activities and play opportunities offered to the children support the principles of the Foundation Phase curriculum;
- ensures that the health and safety of children is prioritised by removing unnecessary risks posed by having dogs on the child minding premises;
- considers the layout of the children's playroom to allow for toys to be stored where they can be more easily accessible to the children and
- considers introducing more soft furnishings into the children's playroom to create areas where the children can sit comfortably, either independently or alongside the child minder to share experiences such as reading books together.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 10 December 2018 from 12:20pm – 15:20pm.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care they received;
- spoke to the child minder, and the child minder working alongside her;
- spoke to the children attending;
- inspected the areas used by children and the resources;
- considered the information received by the child minder in her Self Assessment of Service Statement; Quality of Care Report and Statement of Purpose and
- gave feedback of our findings to the child minder.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Child Minder
Registered Person	Dawn Fedrick
Registered maximum number of places	6 children under 12 years when working alone and 10 under 12 years when working with another child minder.
Age range of children	Birth to 12 years
Opening hours	08:00 – 17:30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	12 January 2016
Dates of this inspection visit	10 December 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 service does not provide the Welsh Language 'Active Offer' at this time but demonstrates an effort to promoting the use of the Welsh language and culture.
Additional Information: None	