



Childcare Inspection Report on

Diane Holden

Meifod



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Description of the service

Diane Holden operates her child minding service from her family home in Meifod, where she lives with her husband and son. Care is provided in a designated playroom, kitchen/dining area and children also have use of the lounge when required. The child minder is registered to care for up to six children aged up to 12 years. The service is open Monday to Friday 8:00 to 18:00, closing for bank holidays and Christmas. The language for this service is English therefore; it does not provide the Welsh language active offer.

Summary of our findings

1. Overall assessment

Children's well-being is at the heart of the care the child minder provides. Children form positive relationships and interact well with others. They learn through their play and enjoy the activities available. The child minder is caring and supportive of the children's individual needs and interests. The child minder models positive interactions, teaching children to be respectful and polite. The environment provides a suitable place for children to play and learn in, both inside and outdoors. The child minder ensures risks are managed well but no written risk assessments are completed. The child minder manages her service relatively well. Policies and procedures are up dated regularly and reflect current practice. Improvements are needed to ensure core training is completed in a timely manner.

2. Improvements

Since the last inspection the child minder has updated her policies so they reflect current practice and completed some core training, including safeguarding.

3. Requirements and recommendations

We made recommendations relating to core training, information in the statement of purpose and having written risk assessments.

1. Well-being

Summary

Children express themselves confidently and know their ideas and opinions will be listened and responded to appropriately. They form positive relationships with the child minder resulting in the children feeling happy, safe and valued. Children learn to be well mannered, respect others and interact well. They enjoy their play and learn through the opportunities, experiences and routines.

Our findings

1.1 To what extent do children have a voice?

Children express themselves confidently.

Children were given choices and could influence their play experiences. They moved freely around the environment choosing where and what to play with. For example, a child wanted the play dough out. They were able to go into a different room and find what they wanted so they could play. Children were consulted when it came to routines such as snack time, evidencing their ability and confidence to express themselves. For example, children asked for snack when they wanted it and were able to choose what they wanted from a range available.

Children have a strong voice and their opinions are listened and responded to appropriately.

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

Children are relaxed and enjoy their time in the care of the child minder.

Children were aware of the routines; helping them to feel safe and relaxed. For example, when children arrived from school they took their shoes off, put their belongings in the utility room and chose what they wanted to do. Children gained a sense of belonging and felt valued as their views and ideas were respected. They chatted fondly to the child minder, telling her about their day at school and what they wanted to do while in her care. This evidenced the strong relationship they had built with the child minder.

Children have a warm relationship with the child minder, which strengthens their feeling of being valued and ensures they are happy.

1.3 How well do children interact?

Children build positive relationships with others.

Children responded politely and used good manners when asking questions. For example, a child asked for a resource they wanted by saying "can I have this out please?" and they said "no thank you" when the child minder asked if they would like some more snack.

Children respected each other and the resources. They shared pens when completing a craft activity and put items away when they had finished with them.

Children interact positively and are well mannered and polite.

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

Children are able to follow their interests through the opportunities available.

Children were actively involved in an activity. For example, children happily chose to complete their Mother's day card they had started previously. They were able to access resources they needed and were confident to ask the child minder for items they knew were available but not freely accessible. For example, children asked for some glue, which the child minder provided for them. Children happily played alongside each other. For example, Children smiled and laughed together, enjoying pretending to make a cake out of play dough.

Children are motivated by the activities available to them, resulting in them enjoying their play.

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

Children's needs and stage of development are catered for effectively.

Children were able to develop their independence through having access to resources and facilities they needed. For example, most play items were stored so children could access them freely and the down stairs toilet allowed children who were able to use it independently. Children were given support and encouragement to try things for themselves before getting help. For example, a child asked how many pens were in the pack. The child minder responded by getting the child to count them.

Children are given appropriate opportunities to learn through their play and routines allowing the children to develop well.

2. Care and Development

Summary

The child minder has effective procedures in place to ensure children are kept safe and a healthy lifestyle is promoted. She manages interactions well through being a good role model and communicating positively and affectionately with the children. The child minder has a good understanding of the needs and interests of the children, which allows her to provide suitable opportunities for them to develop and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Effective policies and procedures are implemented by the child minder to ensure children are kept safe.

The child minder was able to evidence that she knew the procedure to follow should she have concerns about a child. Records showed that accidents and incidents were recorded appropriately and shared with parents so they were kept fully informed. We noted the child minders first aid training had expired. She provided evidence during the writing of this report that she had completed a paediatric first aid course. Evidence within the child minders daily diary showed fire drills were conducted with the children on a regular basis ensuring they knew the procedure to follow in an emergency. The diary also showed the fire alarm and first aid box was checked regularly ensuring they were fit for purpose.

The child minder had positive practices in place that promoted and taught children about staying healthy. Healthy snack choices were provided, with children choosing to have a ham sandwich and some apple from the options available. The child minder helped prevent the spread of germs through supporting and encouraging children to wash their hands at appropriate times and keeping all areas clean.

The child minder is effective in keeping children safe and promoting a healthy lifestyle.

2.2 How well do practitioners manage interactions?

The child minder is a good role model for the children.

The child minder communicated kindly, affectionately and respectfully with the children. She made time to listen to them and responded with interest to what the children told her. The child minder became involved in the children's play when invited to do so. She ensured children knew what was expected of them regarding their behaviour, which was evident as we saw no unwanted behaviour.

The child minder manages interactions well resulting in children understanding how to interact positively.

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

The child minder ensures she knows the children well and is able to cater for their needs.

The child minder knew the children she cared for well. She spoke fondly about them; she knew their likes and dislikes and catered for these appropriately. For example, she knew a child did not eat the crusts on the bread, so she cut them off for them. The child minder recorded significant events and developmental progress on younger children, allowing her to understand and plan effectively to support children's learning and development. The child minder evidenced through records that she planned a range of activities to promote children's play experiences. For example, planned bus trips to a local town where the children and child minder could go to the park and play crazy golf.

The child minder effectively promotes the children's play, learning and development, ensuring their individual needs are known and met.

3. Environment

Summary

The environment is safe and the child minder has visually assessed the areas used by the children to ensure hazards are managed well but no written evidence is available. Sufficient spaces are available for the children to play and learn in and these are equipped with suitable resources.

Our findings

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

The child minder manages risks well but has no written assessments.

The child minder had visually risk assessed all areas used by the children. Although there were no written assessments, the child minder managed hazards well to ensure children were kept safe. For example, the back door was not used due to steep steps and the pond in the garden was covered with a wire grid. There was evidence recorded in the child minders diary that showed fire alarms were checked regularly.

The child minder is effective in providing a safe environment.

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

The environment provided enough indoor and outdoor space for children.

The environment was well maintained and clean. Suitable areas were available for the children to play and learn in safely. Indoors, children had use of a room that was specifically used by the children for play activities, giving them a sense of belonging and helped them to feel comfortable and happy in their surroundings. Children had access to a kitchen/dining room which they used for meals and when taking part in craft activities. There was also a separate lounge available for older children; giving them space for some quiet time if they wished.

The outdoors provided an exciting space for children to explore. There were different areas for children to learn about the world around them. For example, a pond containing fish and garden area for planting.

The child minder ensures the environment is suitable for children.

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

Suitable resources and equipment are provided for the children.

The child minder made sure that all ages and stages of development of the children she cared for were considered when providing resources. For example, older children had the

use of a games console and tennis equipment for outside. Younger children had construction resources and ride on toys for outside. Resources were stored appropriately to keep them in good condition and clean.

The child minder ensures the resources she provides are of a good quality and suitable for the age ranges of the children.

4. Leadership and Management

Summary

The child minder manages her service relatively well. She uses self evaluation to plan improvements and considers the views of parents and children. Most training is kept updated but she needs to ensure this is consistent for all core training. The child minder develops a positive relationship with parents and plans opportunities for children that support them in feeling part of the local community.

Our findings

4.1 How effective is leadership?

The child minder has a good understanding of the service she offers and reviews and updates policies to reflect this.

The child minder had a statement of purpose in place that provided parents with most of the information they required to make an informed decision about the care their child received. The procedure if there was an emergency was not included but was available as a separate document. Policies and procedures were relevant to the service and care provided and these had been updated recently showing they were reviewed regularly.

The child minder generally manages her service well.

4.2 How effective is self evaluation and planning for improvement?

The child minder is consistent in her approach to self evaluation.

The child minder had collected the views of parents through questionnaires and these were considered during the self evaluation process. Discussions and observations of the children were also considered when planning improvements. The child minder had written a quality of care review and identified changes she wished to make; which included using the garden and outdoor space more.

The child minder is effective in evaluating her service and planning improvements.

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

Checks are completed and kept up to date on relevant household members.

The child minder had ensured all members of the household over the age of 16 had completed a Disclosure and Barring Service Check (DBS) as required in regulations. The child minder kept most of her core training up to date but we noted her first aid had expired. The child minder provided evidence that she had completed this training before this report was written.

The child minder is generally effective in managing her service and household members but she needs to ensure core training is completed in a timely manner.

4.4 How effective are partnerships?

The child minder ensures parents are kept informed.

The child minder had built positive relationships with parents allowing them and the child minder to share information. The results of questionnaires sent out by the child minder evidenced that parents were happy with the service and information shared. Daily diaries kept for younger children allowed the child minder to share information about routines, activities and progress with the parents.

The child minder planned regular visits to local places of interest and attended local groups such as toddler group. This helped the children to develop a sense of belonging within the community and gave children and the child minder an opportunity to socialise.

The child minder has 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 made the following recommendations;

- to keep all core training up to date so the child minder is fully aware of current best practice;
- to include a brief description of the procedure to be followed in an emergency in the statement of purpose as well as having it as a separate policy, and
- to have written risk assessments to evidence how hazards are managed.

6. How we undertook this inspection

This was a partially announced full inspection, where the child minder was given some notice to avoid a failed visit. It was undertaken as part of our schedule of inspections. One inspector visited the service on Tuesday 26 March 2019 from 14:00 to 17:00.

We:

- inspected policies and procedures including, child protection, complaints, statement of purpose and children's records;
- observed some practice to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children and the child minder;
- inspected areas used by the children, and
- gave feedback to the child minder at the end of the inspection.

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	Diane Holden
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	8:00 – 18:00 Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 December 2015
Dates of this inspection visit(s)	26 march 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 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 children who use, or intend to use the service. We recommend that the child minder considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	