



Childcare Inspection Report on

Karen Hanna

Prestatyn



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Description of the service

Karen Hanna is qualified to level 3 and provides a child minding service close to Prestatyn with all the amenities. She is registered to provide care for a maximum of 7 children, under the age of 12. The service is open flexibly including Saturdays to cater for parental need. There is a conservatory, kitchen diner and large entrance hall for indoor play with a large enclosed garden to the rear which leads through a gate directly onto the beach.

The language of the service is English and the child minder does not offer the 'Welsh Active Offer'

1. Summary of our findings

Children enjoy a good range of activities whilst with the child minder. They are safe, happy and know that they will be listened to and their interests taken into account. The child minder promotes children's play, learning and development appropriately through a range of interesting activities. They go out regularly to different places in the community such as the local park, playgroups and further afield. The premises are safe and records and documentation are well organised. The child minder has a very good relationship with parents and other professionals and parents' comments state they are extremely happy with the service.

2. Improvements

A diary logs children's nappy changes, bottles, fruit snacks and brief individual observations of the children's progress and the skills they gain from the time spent together. The diary records the daily activities and experiences and the child minder is continuing to use the children's individual diaries to send information home. The child minder has been reviewing and revising planning and recording to ensure it is more effective and fully reflects the learning taking place. The behaviour policy has been changed as well as all risk assessments to ensure they are as detailed as possible and specific to all risk aspects in each place visited. Older children are creating their own files to include milestones achieved, activities and knowledge they gain whilst in the care of the child minder. The child minder has purchased new toys such as a variety of educational games to provide learning through play for the children and a range of outdoor toys for the garden. New layout has meant children are able to select play items themselves making them more independent.

3. Requirements and recommendations

None

1. Well-being

Summary

Children are listened to and provided with a good range of activities, which contribute to their development. They settle quickly and feel safe, happy and valued. Children interact well with each other and enjoy their play and learning.

Our findings

1.1 To what extent do children have a voice?

Children are confident to ask for what they need.

Children were listened to and throughout the inspection, they expressed their choice over how they would like to spend their time. For example when a child wanted play dough she was helped to the table to use it. Another younger child indicated he was tired and he was able to go into a pram for a sleep. The child minder recognised and responded to communication in a manner which showed genuine interest for the children's choices. We saw the children chatting happily together with the child minder and making decisions about their play, and asking for something different when they wanted a change of activity. All the children were very comfortable and we saw lots of smiles.

Children know they are listened to and their views are respected.

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

Children feel very safe, happy and valued.

Children settled well, had developed a sense of belonging and were observed showing genuine attachment to the child minder. The children enjoyed care which was warm, relaxed and respectful of their needs. The children were busy and their giggles showed they were content. Children chatted to us especially when we joined in their games. The children were confident and we saw how the daily routine was familiar and this ensured the children felt secure as they knew what was going to happen next.

Children enjoy plenty of warm affection from the child minder.

1.3 How well do children interact?

Children interact well with the child minder and other children.

Children had good interactions with the child minder and their well-being was enhanced as a result. The child minder was heard speaking to the children in a friendly manner; listening and responding to what they had to say.

We saw the children show the child minder what they were doing. They played extremely well together, and only needed the slightest of gentle reminders such as to share. We saw they took turns very well whilst playing.

Children enjoy their time spent with the child minder, they share and take turns.

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

Children enjoy their play and learning activities.

The children were positively occupied and they had the opportunity to learn new skills. They were confident to chat to the child minder whilst playing freely as well as concentrating on more specific tasks, such as looking at books. Children made the most of the range of activities and resources which encouraged social, intellectual and language development. Parents commented 'My child looks forward to coming' my child 'Has gained so many new skills, friends and memories. We saw the children and the child minder were very busy and fully interested in what they were doing.

Children were motivated to play with interesting toys and equipment which encourages their development.

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

Children have good opportunities to develop skills of independence.

Children had the opportunity to develop independence. They moved around playing with toys of their choice, selecting confidently from the range available and set out. There was evidence from the children's daily diaries and the child minder told us they regularly went out to different places in the local area such as parks and to the beach. Parents in their questionnaires stated 'Couldn't wish for anything more' my child 'Loves it with you' they have 'Progressed and learned so much'

Children are confident learners.

2. Care and Development

Summary

Children are cared for by a child minder who delivers quality care and is committed to ensuring children grow and develop well. The child minder promotes children's play, learning and development through a range of interesting activities. She meets their individual needs successfully and knows how to keep children safe and healthy with effective practices in place. The child minder manages interactions well.

Our findings

2.1 How well do child minders keep children safe and healthy?

The child minder knows how to keep children healthy and safe.

The child minder had attended training such as Paediatric First Aid and safeguarding which ensured she could deal with any accidents appropriately and knew how to keep children safe. The child minder said children bring their own food but she provided healthy snacks such as fruit with milk or water to drink. Fire drills undertaken ensured children knew what to do in an emergency. Relevant policies and procedures were in place to keep children safe and healthy and they were all up to date. Risk assessments had been undertaken to effectively identify risks. Accident and incident records were available and signed by parents as appropriate.

The child minder ensures that children can enjoy their play and learning safely.

2.2 How well do child minders manage interactions?

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

Children experience effective, responsive care from the child minder. The child minder listened and showed respect to the children. We saw consistent, realistic boundaries were set and through positive responses the children were helped to understand simple rules such as sharing and taking care whilst walking around the babies feet. By being positive it enabled the children to feel good about themselves and increased their self esteem and helped them feel valued. The care was relaxed and child led, ensuring children's emotional well-being was nurtured.

The child minder and children interact well with each other.

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

The child minder is qualified to level 3 and is knowledgeable about children's development and successfully meets their needs.

We saw children's individual routines and preferences were followed as the youngest child was put into a push chair for a nap when they were tired. We looked at children's diaries and observed notes were made about the youngest children. The child minder keeps her own notes about the children and the fruit she has given to them. The child minder had decided on activities which linked to special occasions. The child minder had planned outings and we saw photographic evidence of a great variety. She built these into a routine so children knew instinctively what was happening and where they were going each day. The child minder now keeps developmental charts for the children and has an individual needs form. The child minder was knowledgeable and knew the children well and was competent and confident in meeting their needs and ensured the children were busy with experiences they would enjoy.

The child minder promotes children's play and learning effectively.

3. Environment

Summary

The child minder provides a safe, warm and welcoming environment for the children. They make good use of the premises and enjoy lots of outings and visits in the local community. The toys and equipment are of good quality, safe and clean and suitable for the children.

Our findings

3.1. How well do child minders ensure the safety of the environment?

The child minder ensures the premises are safe and well maintained.

The child minder ensured children were safe because the service was well run with care and attention to minimum standards and regulations. The front door was kept locked and visitors to the service recorded. The child minder made sure equipment was safe and the environment and toys were clean, well maintained and age appropriate. Parent's commented the child minder 'Provides a happy, safe, secure environment'. 'I am relaxed knowing my child is safe and happy'.

Children are cared for in a clean, safe environment which meets their needs.

3.2 How well do child minders ensure the suitability of the environment?

The child minder ensures the environment is suitable for the children.

The children had a dedicated playroom with plenty of toys and equipment. The child minder had made the spacious hall area into a play space for the children and that was full of different toys to stimulate the children's imagination. Activities were well organised and we saw equipment was easily reached by the children. All the furniture was appropriate and in good order. We saw the environment was welcoming and attractive, making the children feel comfortable and at home. There was ample play space for the children and French doors enabled children to go straight outside to play.

The child minder provides easy access to resources in a highly suitable environment.

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

Resources are clean and well maintained.

We saw there was a range of play materials which provided plenty of opportunities for the children to engage in a variety of play. The child minder ensured resources and equipment were of good quality and clean. Toys and equipment seen were suitable for the children's

ages and many were new. The children played indoors and also knew that other toys were available if they asked the child minder.

The child minder ensures children have a range of good quality resources and equipment.

4. Leadership and Management

Summary

Children benefit from a service which is well run, with all records up to date and well organised. The child minder evaluates her service and plans effectively for improvement. She is clear about her responsibilities and offers a quality service which is based on the changing needs of the children. The child minder manages resources well and has effective partnerships with parents and other professionals.

Our findings

4.1 How effective is leadership?

Parents and children benefit from a professionally run child minding business. Records and documentation are clear and well organised.

We were made to feel exceptionally welcome by the children and the child minder and we noted parents also commented “Highly recommend” and ‘Could not be happier with the service’. We looked at the statement of purpose which reflected the child minding service. The records and documents sampled to support the service were well organised and clear. The child minding diary contained information and was consistently completed every day. The child minder certificate of registration was available along with current Disclosure and Barring Service clearances (DBSs), for the family. Insurance certificates and safety checks documents were all current.

The child minder is committed to providing a good service.

4.2 How effective is self-evaluation and planning for improvement?

The child minder reviews her service and makes improvements.

The child minder was enthusiastic and caring, ensuring the children enjoyed their time with her. The child minder had purchased equipment for outdoors as well as indoor resources such as books and games. Since the previous inspection the child minder has put artificial grass outside and changed the decking so it provides a non slip surface and child can enjoy outdoor play in any weather. The child minder had completed a review of the service which was clear and contained lots of information. The child minder was reflective and considered her practice to see how she could improve, for example introducing more imaginative equipment into the hallway so older children have more space to play. The child minder was keen for feedback to make changes which would benefit the children. All recommendations

from the inspection were completed within a few days. Parents completed questionnaires which formed part of the review and had the opportunity to make additional comments some of which are included in the report.

Changes are made which improve the experiences and outcomes for the children.

4.3 How effective is the management of resources?

The management of resources is good.

We saw resources were plentiful, of good quality and suitable for the children. They were clean and in good order and accessible for the children to develop their play. This ensured children were busy and happy. The children benefitted from a good range of outings and visits in the local area each day making use of local resources such as local parks, soft play centres and the sand dunes which are at the bottom of the garden through a gate.

The child minder has a variety of toys and equipment which children enjoy.

4.4 How effective are partnerships?

Effective partnerships with parents are established and maintained.

The child minder stated different communication methods were used, such as detailed written diaries for the children as well as verbal information each day when they were collected. Daily feedback relates to the children's routines, the activities undertaken and includes how they have been whilst in the child minder's care. Parents had completed a contract and registration form prior to their children starting. We saw routines and an appropriate level of information requested which recorded the child's individual needs and preferences so that continuity of care could be provided. The child minder spoke of how she had supported children with individual needs and worked with other professionals so the children could make good progress. Within the children's files all documentation was up to date and fully completed. The child minder takes children regularly to different venues to learn more about the world around them.

The child minder works together well with parents and other professionals for the benefit of the children.

5. Improvements required and recommended following this inspection

5.1 Recommendations for improvement

None

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6. How we undertook this inspection

The inspection took place on 5 October 2018 from 10 am to 2pm. It was a full inspection as part of our schedule undertaken by one inspector. We received confirmation all recommendations and sample policies by e mail on 14 October 2018.

- We inspected documentation and policies;
- We gave feedback to the child minder;
- We spoke to 2 parents when they collected their children;
- we looked at the space used by children;
- we observed the children and the care they received; and
- we spoke to the child minder and the three children.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Child Minder
Registered Person	Karen Hanna
Registered maximum number of places	7
Age range of children	0 – 12 years
Opening hours	Flexible for parents
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	3 September 2015
Dates of this inspection visit(s)	5 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?	No
Additional Information:	