



# Childcare Inspection Report on

**Helen Hill**

**Mold**



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## **Description of the service**

The child minder was registered in 2006 and works from her family home in Caerwys. Her service is called The Playhouse. She picks up and drops off from local schools. She is registered to care for no more than six children at any one time.

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 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. They go out regularly to different places in the community such as the local park and woodland walks. The premises are safe and records and documentation are organised. The child minder has a good relationship with parents.

### **2. Improvements**

The child minder has purchased new toys and equipment to support the children to learn through play.

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

Recommendations have been made in Care and development, Leadership and Management and the Environment.

# **1. Well-being**

## **Summary**

Children are listened to and provided with a 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 expressed their choice over how they would like to spend their time. For example when they wanted to finish their craft they were helped to do it. The child minder recognised and responded to communication in a manner which showed interest in their 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. 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.

We saw children playing happily along side each other inside, they enjoyed choosing their own toys and equipment and we heard lots of happy excited chatter between the children. During the morning they were reassured with cuddles and provided with praise and lots of encouragement. Children settled well, had developed a sense of belonging and were observed showing attachment to the child minder. The children enjoyed care which was warm, relaxed and respectful of their needs. They were busy with play dough and their smiles showed they were content. The children grew in confidence during the morning and we saw how the daily routine was familiar and this ensured 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 each other.

We saw children sitting together on the settee looking at a favourite book. It was lovely to hear the comments of each other. We saw children shared the equipment well and were helped to tidy away together with an older child. Children were settled throughout our observations and were happy and relaxed in the child minder's company. They had developed positive emotional attachments with the child minder, climbing up to sit on her knee and approaching her for support when they were having difficulty sharing and taking turns fairly. Children felt safe because they were treated consistently by the child minder who took account of their feelings and emotions. Children listened well to the child minder and took turns with the toys and equipment. The children had good interactions with the child minder and their well-being was enhanced as a result. The child minder was heard speaking in a friendly manner; listening and responding to what they had to say. We saw the children proudly show the child minder what they were doing. They played well together, and only needed the slightest of gentle reminders such as not to run inside.

Children enjoy their time spent with the child minder.

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

Children enjoy their play and learning activities.

We saw children enjoyed playing with the toys and equipment available to them. They had plenty of choice including free play. The children were positively occupied and they had the opportunity to learn new skills such as making bracelets and bird feeders. They were confident to chat to the child minder whilst playing freely as well as concentrating on more specific tasks. They made the most of the range of activities and resources which encouraged social, intellectual and language development such as visiting the tennis courts to ride their bikes. We saw all were very busy and fully interested in what they were doing.

Children are motivated to play with interesting toys and equipment.

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

Children have good opportunities to develop skills of independence.

The 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. The child minder told us they regularly went out to different places and walks with the dog such as in the woodland and the local area including parks. The children enjoy gardening and have grown courgettes. Parents were very pleased with their child's progress and commented 'How much their child has come on in such a short space of time'.

Children are confident learners.

## **2. Care and Development**

### **Summary**

Children are cared for by a child minder who delivers appropriate 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 activities. Individual needs are met successfully and children are safe and healthy. 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 provides healthy snacks and meals with milk or water to drink, however does give juice sometimes when asked by parents. Updated Welsh Government Nutrition Guidelines now suggest updating menu plans and only giving children milk or water to drink which is tooth friendly. Fire drills undertaken ensured children knew what to do in an emergency, but these need to be dated. Relevant policies and procedures were in place to keep children safe and healthy. A safety checklist had been completed and risk assessments had been undertaken to identify risks. Accident and incident records were available and signed by parents as appropriate.

The child minder ensures 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.

Children experience responsive care from the child minder. The child minder listened and showed respect. We saw consistent, realistic boundaries were set and through positive responses the children were helped to understand simple rules. 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 knowledgeable about children's development and successfully meets their needs.

We saw children's individual routines and preferences were followed. For example children could choose what they wanted for lunch. Diaries were kept for the youngest children and children have development files. The child minder had planned activities around the seasons and visited places of interest to the children such as the local park. The child minder gave lots of praise for example when a child was rolling play dough into the shape of a snake. The child minder was knowledgeable and knew the children well and was competent in meeting their needs and ensured the children were busy with experiences they would enjoy. A range of outings for the children ensure they find out about the local area such as the sea side and a café. Photographs evidenced a full range of activities including den making and feeding a horse.

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 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. 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. A safety checklist had been completed and risk assessments carried out. The assessments need to contain more detail and include the hazard or risk in each specific outing. The assessment for the dog also requires more detail. An enclosed garden made a safe space for children to play outdoors discovering eggs left by the Easter Bunny, making dens and playing in the mud kitchen.

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 plenty of toys and equipment. Activities were organised and we saw toys and games were 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.

The child minder provides easy access to resources in a 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. The children played indoors and knew 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 appropriately run, with records up to date. The child minder evaluates her service and plans for improvement. She is clear about her responsibilities and offers a service which is based on the needs of the children. The child minder manages resources well and has good partnerships with parents.

### **Our findings**

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

Parents and children benefit from a professionally run child minding business.

We were made to feel welcome by the children and the child minder. We looked at the statement of purpose which reflected the child minding service. The records and documents sampled to support the service were organised and clear. The child minding diary contained information and was completed every day, however it should include nappy changes and sleep times. The child minder certificate of registration was available along with current Disclosure and Barring Service clearances (DBSs), for the family and it was noted CIW need to update the registration certificate. 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 and children enjoyed their time with her. The child minder had purchased new toys and resources. The child minder had completed a review of the service and had made improvements although the review document required more detail. For example the review showed areas to be covered but these were not referred to in the report. The child minder was reflective and considered her practice to see how she could improve. The child minder takes into account parents' views, as well as those of the children. Older children have the opportunity to contribute to their own opinions for example by means of questionnaires. The child minder was keen for feedback to make changes, which would benefit the children.

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 range of outings and visits in the local area meeting other child minders and making use of local resources such as toddler groups. It was of note that the child minder visits toddler groups in areas where children will go to school so they can make friends and become familiar with the children who will go to school with them.

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.

A social media page enables feedback to parents about how the children have spent their time with the child minder and what they have achieved. Daily feedback for parents related to the children's routines, the activities undertaken, and how they have been whilst in the child minder's care. We observed a child being collected and there was plenty of time for very detailed feedback about the child's day. Parents had completed a contract and registration form prior to their children starting. Parents' comments included an 'Excellent service' and 'Brilliant care and environment'. 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. Parents commented the child minder is a 'Huge support and they are very happy with her care'. The child minder meets with other child minders in the local area and sometimes meets other parents with their children. This provides a good social opportunity.

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

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

### **5.1 Recommendations for improvement;**

The child minder should consider

- The assessments need to contain more detail and include the hazard or risk in each specific outing;
- to look at the new nutritional guidelines and remove juice from the menu planner;
- to review the format of the quality of care review;
- to add the date to the fire drill; and
- to record nappy changes and sleep times in the child minding diary.

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

The inspection took place on 28 February 2019 from 10 am to 12.30 pm. It was a full inspection as part of our schedule undertaken by one inspector. We received confirmation after the inspection from the child minder recommendations had been addressed.

- We inspected documentation and policies;
- We gave feedback to the child minder;
- We spoke to the child minder's son;
- 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 children and one parent.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

<b>Type of care provided</b>	<b>Child Minder</b>
<b>Registered Person</b>	<b>Helen Hill</b>
<b>Registered maximum number of places</b>	<b>6</b>
<b>Age range of children</b>	<b>0 – 12 years</b>
<b>Opening hours</b>	<b>Flexible to suit parental need</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>26 February 2016</b>
<b>Dates of this inspection visit(s)</b>	<b>28 February 2019</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>No</b>
<b>Additional Information:</b>	

