



Childcare Inspection Report on

Samantha Price

Broughton



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Description of the service

Samantha Price operates from her family home in Broughton where she lives with her husband, two daughters and their two pet dogs. She is registered to care for up to 10 children aged up to 12 years. The service is open Monday to Friday 8:00 – 18:00, closing for bank holidays and Christmas.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children are consulted about a range of issues and these are considered by the child minder allowing her to provide suitable and enjoyable play and learning experiences. Children positively interact and have good relationships with the child minder and her family, helping the children feel happy and safe. The child minder is caring and supportive. She understands the needs and interests of the children and uses this knowledge to plan suitable activities. The nappy changing procedure needs reviewing to ensure it reduces the potential of cross contamination. The environment is well maintained, clean and spacious. It provides a child centred and homely atmosphere where children feel relaxed and comfortable. The child minder is effective in her management of the service but improvements could be made to self evaluation and the statement of purpose. Positive partnerships are developed which keep parents informed about their child's development and experiences.

2. Improvements

Since the last inspection the child minder has made improvements to the garden by having artificial grass laid. This allows children to go out more and keeps the indoor areas clean.

3. Requirements and recommendations

We made recommendations related to information within the statement of purpose, the nappy changing procedure and quality of care report.

1. Well-being

Summary

Children confidently communicate and express themselves and know they will be listened to. They feel safe and happy with a child minder and her family with whom they have formed positive relationships with. Children interact well which supports them in enjoying the suitable play and learning experiences they have.

Our findings

1.1 To what extent do children have a voice?

Children are consulted about issues related to their care and can express their needs knowing they will be listened to.

Children were able to move around the home freely accessing areas where they wanted to play. Resources were accessible which allowed children to be able to choose what they wanted to play with. Children were confident and able to ask for additional items they could not access themselves and these were provided for them whenever possible, For example, a child wanted to do some colouring so the child minder got the colouring books and pens out for them. Children are consulted about issues related to their time with the child minder. Which included being asked what they would like for their lunch and what they would like to do whilst attending.

Children have a strong influence over how their time is spent.

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

Children are comfortable and settled in the care of the child minder.

Children knew the child minder and her family well and had developed positive relationships with them helping them feel safe. Children were happy when the child minder's daughter came home. They were keen to share their experiences with her and wanted her to join in with their play. Children felt valued as they were consulted about a range of issues and knew their needs would be met.

Children feel relaxed, settled, happy and safe as they have formed positive relationships.

1.3 How well do children interact?

Children talk freely and express themselves.

Children were playing and communicating with the other children. They interacted with each other, enjoying activities such as puzzles and colouring together. Children treated each other with respect and were beginning to understand the needs of others. For example, a child was having trouble finishing a puzzle. Another child offered to help so they completed

it together. Children understood and followed the rules which included sitting at the table when they were eating and putting toys away when they had finished playing.

Children interact well and learn to respect each other.

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

Children are happy and engaged in activities they have chosen.

Children were actively involved in play experiences they liked. They were consulted about what they would like to do or could freely access resources they wanted to play with.

Children had opportunities to relax and have quieter times. It was lovely to see some of the children curling up on the settee with the child minder's daughter listening to music. They enjoyed this quieter time whilst others were singing and dancing along.

Children enjoy their play and the experiences they have access to.

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

Children develop a range of skills through the opportunities available.

Children could move around the house freely. They were able to choose where and what to play with. For example, children decided they wanted to do some colouring. They took the resources they needed into the kitchen so they could sit at the table. Children had varied experiences where they could enjoy being active and taking part in adventurous activities. For example, photographs we saw showed children playing at local parks, climbing and swinging on the apparatus. Children were able to develop their independence as they could access facilities including toys and the bathroom independently.

Children consistently develop and learn through the experiences they are provided with.

2. Care and Development

Summary

The child minder keeps child safe and implements some policies and practices which support her in keeping children healthy. Improvements are needed to reduce the potential risk of cross contamination during nappy changing. The child minder positively reinforces and models expected behaviour and interactions in a caring manner. She uses her knowledge of the children to plan interesting experiences for them to take part in and which help children to develop and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implements most policies and procedures which ensure children are safe and a healthy lifestyle is promoted.

The child minder had safeguarding training and knew the procedure to follow should she have concerns about a child. Registers were kept of the children and included arrival and departure times. Regular fire drills were conducted to help children understand the procedure to follow should they have to evacuate the premises. The child minder had some positive practices in place related to keeping children healthy. Nutritious meals and snacks were provided for the children, including home made meals and snacks of fruit and yoghurt. Tables were cleaned and children were supported and encouraged to wash their hands before eating and after using the toilet. The child minder completed nappy changing on a bench in the dining room and did not use a mat. This increased the risk of cross contamination.

The child minder is effective in keeping children safe and generally implements procedures to ensure they are healthy but nappy changing needs to be reviewed.

2.2 How well do practitioners manage interactions?

The child minder models successful interactions.

The child minder always listened to the children and communicated positively; with love and care. She modelled respect through her involvement in activities and reminding children to be well mannered. The child minder used positive language and supported children to make the right choices. For example, when a child had finished their lunch and wanted to leave the table the child minder started a conversation about Halloween to keep the child occupied whilst they waited for the other children to finish.

The child minder manages interactions well and positively reinforces good behaviour.

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

The child minder plans suitable activities using her knowledge of the children and their interests.

The child minder planned some opportunities which were adult led, including craft to reflect celebrations such as Halloween and Christmas. Children were asked what they would like to do and the child minder responded to their ideas by organising experiences which would help their development and learning. For example, photographs and discussions with children evidenced that they went for walks to the local farm to see the animals or down the lanes picking fruit. The child minder had asked the children what they would like to do later that day. The children responded by asking to go to the local indoor soft play centre and the child minder organised this.

The child minder promotes children's learning and development.

3. Environment

Summary

The child minder provides a safe and secure environment where necessary checks are completed regularly. The environment is a suitable space for children to play and learn with areas that are child centred and homely. Resources and equipment are of a good quality and appropriate for the children and support their play and learning.

Our findings

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

The child minder completes required checks to ensure the environment is safe.

The child minder had completed risk assessments on all areas used by the children and these were reviewed and updated regularly. Access to the premises was secure and ensured no unauthorised persons were able to enter and children were unable to leave unsupervised as the front door was kept locked and the garden was surrounded by secure fencing.

The child minder is effective in providing a safe and secure environment.

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

The environment is welcoming and a suitable space for children.

The child minder kept the environment clean and well maintained. The main playroom was child centred and set up to allow children to be able to freely choose from the resources. The rest of the house was warm and welcoming and provided a homely atmosphere where children felt relaxed and comfortable to move around and play. Photographs we saw showed the direct access to the garden from the dining room allowed children the opportunity to have a free choice to play indoors or outside during the warmer weather. The environment allowed children a certain amount of independence as they could freely access all the rooms including the downstairs toilet, without assistance.

The child minder ensures the environment is suitable and welcoming so children feel relaxed and comfortable.

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

The child minder provides appropriate resources.

The child minder understood child development and ensured the resources she provided were of a good quality and reflected the needs and interests of the children. Storage allowed children a certain amount of independence as they could easily reach what they

wanted to play with. Items not suitable for the younger children were stored higher up and older children knew to request them if needed. The child minder provided younger children with suitable and safe seating so they could sit with the others during snack, lunch and table top activities.

The child minder provides good quality and appropriate resources and equipment for the children's ages and stages of development.

4. Leadership and Management

Summary

The child minder manages her service well but more information could be included in the statement of purpose. Some self evaluation is completed although there is no written quality of care report. The child minder forms positive partnerships that support her in sharing information and providing a range of opportunities for the children.

Our findings

4.1 How effective is leadership?

The child minder has suitable policies and procedures in place.

The child minder had a statement of purpose that contained most of the required information to inform parents and allow them to make a decision about the care their child received. We noted that it did not include the procedure that would be implemented in the case of an emergency. Policies and procedures were in place and these were currently under review evidencing they are updated when required.

The child minder manages the service well.

4.2 How effective is self evaluation and planning for improvement?

The child minder completes some effective self evaluation.

The child minder had collected some views from parents and children through questionnaires. Those we saw were all very positive and showed parents were very happy with the care and service offered. Some improvements had been made including laying artificial grass outside so children could access the garden throughout the year and the indoors was kept cleaner. There was no written quality of care report that reviewed the previous year and showed plans for improvements the following year.

The child minder makes positive improvements to the service and collects the views of others but no quality of care report is completed.

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

The child minder completes all the relevant checks.

The child minder had made sure Disclosure and Barring Service Checks were up to date for herself and any person in the household who was 16 or over. She was currently in the process of completing one for a household member who had recently turned 16. The child minder sometimes relied on her daughter to support her with caring for the children. The child minder had ensured she had gained permission from parents to allow this and that her daughter had all the relevant checks and training, including paediatric first aid.

The child minder is effective in her management of her service.

4.4 How effective are partnerships?

The child minder develops positive partnerships.

The child minder kept parents informed about their child's time at the service and of their development. Daily diaries were offered to parents of younger children if they wished. The child minder kept a record of food intake, nappy changes, sleeps and activities in her diary and these were referred to if required. The child minder had regular contact with parents. She was heard having discussions with parents when they dropped off and collected their child. The child minder also kept parents informed by sending information via secure social media including photographs of what their children had been doing.

The child minder helped to develop children's sense of belonging within the community. She regularly took children on walks around the local area and also planned trips to places including the library and soft indoor play centre.

The child minder has a successful relationship with parents and uses the local community to support her in providing exciting opportunities for the children.

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 ensure the emergency procedure is included in the statement of purpose so everyone is kept fully informed;
- to review the nappy changing procedure to prevent cross contamination and follow latest guidelines, and
- to use the feedback collected from parents and children and their own self evaluations to complete a written quality of care report.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal schedule. One inspector visited the service on 1 November 2018 from 9:00 to 11:30.

We:

- Inspected policies and procedures including, risk assessments, child minder's diary, registers and two children's files ;
- observed some practice to capture evidence of children's engagement and the care being provided by the child minder;
- spoke to the children, the child minder and her daughter;
- inspected all 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	Samantha Price
Registered maximum number of places	10
Age range of children	0 – 12 years
Opening hours	Monday – Friday 8:00 – 18:00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	2 October 2015
Dates of this inspection visit	01 November 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. 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:	