



Childcare Inspection Report on

Elizabeth Day

Colwyn Bay



Date of Publication

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Description of the service

Elizabeth Day is a registered childminder and operates her service from her family home, located in the seaside resort of Rhos-on-Sea, Conwy. The childminder is registered to care for a maximum of 10 children under the age of 12 years. The opening hours are Monday, Tuesday, Wednesday and Thursday, 0800 – 1745 hrs. The service does not provide the Welsh Language 'Active Offer' and operates through English.

Summary of our findings

1. Overall assessment

Children are happy and communicate confidently. The childminder has a relaxed and friendly approach to care giving. The environment is secure with most risks to children having been identified and as far as possible eliminated. The outdoor play area is spacious. The childminder manages the service appropriately.

2. Improvements

Since the inspection visit the childminder has taken action to make some improvements, confirming in writing she has amended her policies as required and submitted newly written policies for confidentiality and for children using the trampoline.

3. Requirements and recommendations

We found that the service did not meet legal requirements relating to recruitment of volunteers, keeping records and fire drills. We found that this did not affect the care of children on this occasion so did not issue non-compliance notices. We have brought these areas for improvement to the attention of the childminder.

We also made recommendations in relation to accident and incident records, nappy changing, the outdoor play area and implementing the principles from the foundation phase curriculum to help with activity planning.

1. Well-being

Summary

Children are confident communicators. They are familiar with the daily routines and this makes them feel secure. Children interact positively and enjoy their play. They are developing their independence well.

Our findings

1.1 To what extent do children have a voice?

Children are confident communicators.

A child happily showed us the pop-up puppet book they had chosen and used the puppet to talk to their friend about the story. They roared like lions together and used actions to bring the story to life. When travelling to school on the mini-bus children requested songs to sing. They enjoyed singing '*wind the bobbin up*' and there was a lot of chatter. At tea time children spoke to us about how they liked the tomato soup and toasted panini with butter. They ate well and enjoyed this social occasion. They spoke to each other and the childminder about their pets at home and told us the childminder's tortoise was sleeping in the loft.

Children are able to speak up and express themselves well as they have a variety of opportunities to do so.

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

Children are familiar with the daily routines and this makes them feel secure.

Children are praised with positive language and are spoken to in a kind and patient manner. During nappy changing the childminder spoke to the child throughout making them feel relaxed and comfortable. They approached the childminder with ease, for example, they made verbal and non-verbal requests to sit on her knee to look at photographs of themselves and their friends in activities. Children told us when it was time to get ready to collect their friends from school and told us excitedly who would be driving the mini-bus.

Children feel safe, happy and valued because they receive positive care.

1.3 How well do children interact?

Children interact well.

Children cooperated well with one another and the childminder, for example, older children helped their younger friends to complete a word search. A child asked the childminder politely if they could help to feed their younger friend and they did so with care. They were learning to share books and art materials. Children were motivated to freely choose and direct their play. For example, one child showed us how they could play the cymbals while walking around the play area and smiled at their friends as they played.

Children are learning to cooperate positively and share with others.

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

Children enjoy their play and learning.

Children were developing their vocabulary as opportunities were offered to enable them to self-express. For example, during a craft activity children spoke about why they were colouring in different pictures of pigs and the majority were aware it was in relation to Chinese New Year. They helped one another to identify words from the Chinese zodiac and complete a themed puzzle. Children enjoyed looking through the books on offer and sitting with their friends to talk about the pictures. A younger child happily played with small world figures and watched their friends as they sang and marched to the nursery rhyme song '*The Grand Old Duke of York*'. While travelling on the mini-bus children were developing their observation skills and were asked by the childminder to comment about what they could see and hear.

Children are developing their play well but further opportunities would enhance their learning.

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

Children are developing their independence well.

Children were able to wash their hands independently after using the toilet and before meal times. Younger children were able to get in and out of the mini-bus with ease as a step was provided. Children were encouraged at meal times to feed themselves and clear away their dishes. They showed us how they could put on their own coat and shoes and this made them feel good about themselves.

Children are developing their self-help skills positively and have a variety of opportunities to practice these.

2. Care and Development

Summary

The childminder promotes most healthy practices appropriately. She manages interactions well and supports children in their activities. More play and learning opportunities could be offered through considering the principles of the foundation phase curriculum to develop more practical activities and active learning experiences. Individual needs of children are met in a timely manner.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The childminder promotes most healthy practices appropriately.

The childminder had a current paediatric first aid certificate, which enables her to appropriately administer emergency first aid or deal with medical issues that may arise. Her safeguarding training was up to date and she was aware of the correct procedures to take if she was concerned about a child in her care. The childminder provided children with water or milk to drink throughout the day to keep them hydrated. We heard her encouraging the children to wash their hands after using the toilet and before they had their meals. Through observing practice, we noted the childminder's nappy changing procedures were not in line with the Public Health Wales guidance and the changing mat required storing away from the playroom to decrease the risk of cross-contamination. The childminder had not ensured fire drills were conducted and recorded at suitable intervals to make sure children were fully aware of what to do if they had to leave the premises in an emergency. Records of children's accidents and incidents were kept but not all of these had been signed by a parent. The childminder supervised children appropriately during their activities and while on the mini-bus.

The childminder promotes most healthy practices but some of her procedures to keep children safe and healthy require improvement.

2.2 How well do practitioners manage interactions?

The childminder manages interactions well.

The childminder celebrated appropriate interactions with positive language and a gentle patient voice. She encouraged children to co-operate and we saw how they helped her and their friends to tidy up the toys. The childminder promoted good manners, for example, we heard children being encouraged to be polite, to say '*please*' and '*thank you*' throughout the day.

The childminder promotes positive interactions well through positive language and a gentle caring approach.

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

The childminder supports children in their activities.

The childminder knows the children well and responded to their needs in a timely manner. For example, we saw the childminder preparing children for sleep as she knew the signs when they became tired. The childminder helped a younger child to develop their fine motor skills, for example, we saw them enjoying their play with various small world figurines. She showed us photographs of children participating in a variety of activities in the community. For example, practicing using their senses by making pictures on stones and writing words in the sand, going on nature walks and attending local mother and toddler groups to develop their social skills. The childminder had prepared some activities but these could be further improved by creating some defined learning areas and having more equipment out for them to enhance their experiences of making choices.

The childminder promotes children's play and learning appropriately and meets their individual needs in a timely manner.

3. Environment

Summary

The environment is safe. There is sufficient space and facilities to meet the needs of children. Most toys, resources and equipment are of appropriate quality.

Our findings

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

The environment is safe.

On arrival we were asked to sign the visitor's book and the childminder locked the door behind us. The childminder had completed suitable risk assessments for the indoor and outdoor play areas. We found the outdoor area required some improvement as some of the outdoor toys and equipment needed replacing. We discussed this with the childminder as this had also been raised at the previous inspection and a recommendation made. The childminder has ensured gas safety checks are undertaken and these are recorded.

The childminder ensures the premises is appropriately secure and children are well supervised but some improvements are required to ensure that all equipment used by children are appropriately maintained or replaced.

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

The childminder ensures there is sufficient space and facilities.

We found the indoor environment to be welcoming. The childminder had converted the spacious hallway into a well-resourced playroom. She had made sure the layout of the room enabled children to freely explore and choose the resources and toys they wanted. The childminder had provided low-level storage but some of the boxes were over-filled with toys, making them heavy for a child to move. Toilet and hand washing facilities are easily accessible. There was no suitable designated space for children's personal belongings and these were stored amongst the childminder's family items. The dining room is used appropriately for meal times and for craft activities. Craft materials were easily accessible. Some areas required improved organisation and this was an area of improvement the child minder had acknowledged in her self-evaluation of the service to be addressed. The childminder had displayed children's themed artwork attractively, for example, they had made Chinese paper lanterns, pigs out of paper plates and dragons made out of glittery paper and this created a sense of belonging.

The childminder provides an appropriate welcoming space but some improvements are required.

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

The childminder ensures toys and resources are age appropriate.

Toys and resources are suitable for children's stage of development. Some good quality resources were not made available and these would have created an interesting play area for children to explore. The childminder had ensured children could access most toys and resources easily but improved storage and clear labelling would enable children to access and identify what is on offer. Books were not attractively displayed but this did not hinder children from accessing them. There were some natural based and multi-cultural resources to help children practice using their senses and learn about their wider society. We did not see children playing outdoors on this occasion.

The childminder provides suitable toys and resources.

4. Leadership and Management

Summary

The childminder manages her service appropriately. She has a system to evaluate and review the quality of care. Resources are managed suitably but some improvements are required. The childminder has developed positive relationships with parents and the community to ensure improved outcomes for children.

Our findings

4.1 How effective is leadership?

The childminder manages her service appropriately.

The childminder had ensured she had suitably completed and submitted both parts of the self-assessment of service statement (SASS). The childminder's statement of purpose provides accurate information about the service and care provided. This is shared with parents before their child starts, which enables them to make an informed choice about the care of their child. The childminder has policies in place, some wording required amending. She told us she would address this matter.

The childminder has ensured most policies and procedures are in place and these are implemented appropriately.

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

The childminder has a system to evaluate her service.

The childminder has completed a comprehensive report reviewing the quality of care. She has drawn on the comments of those using the service to highlight areas, which work well, and what requires improvement, for example, de-cluttering certain areas of the environment and improving organisation. Comments from children were positive and parents were supportive of the care being provided.

The childminder has a suitable system to gain views from all those using the service to help with evaluating the quality of care provided.

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

The childminder manages some resources suitably but some areas require improvement.

The childminder's Disclosure and Barring Service (DBS) certificate was current as was other adult household members and a volunteer who is responsible for driving the mini-bus on occasions. However, the childminder was not able to provide evidence that she had the required documentation to ascertain their suitability and fitness and neither was this made available for her own mother who volunteers to help on occasions. We found the childminder to be well qualified with a level three qualification in childcare practice and a level two qualification in food safety. We inspected the personal records of three of the children and found that not all of these contained all of the required information for example,

recording each child's gender. From our discussions with the child minder, she understood the need to record younger children's progress and development and we saw children's daily diaries were detailed and informative. The childminder recorded children's daily attendance in her diary along with a record of meals and some activities.

The childminder is committed to improving her practice through updating her training but some areas require improvement to be fully compliant.

4.4 How effective are partnerships?

The childminder has developed positive partnerships.

We spoke to parents and they told us communication with the childminder was effective and they appreciated having a daily diary. One parent said it was like a '*home from home*' and their child was happy and settled. The childminder told us she attends a toddler group in the local community each morning, to help children develop their social skills. She told us that as part of keeping parents informed about their child's progress during the day, she also takes photographs of them participating in various activities. These are taken on her mobile phone, and sent directly to parents via a social media app. The childminder showed us photographs and messages she had sent to parents during the day. Parents told us they like receiving them. The childminder also meets other childminders in the local area to plan visits. Some visits have included trips to the local bird sanctuary, heritage sites, local beaches and forests.

The childminder has positive relationships with parents and promotes engagement with the community to help improve children's development

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

Areas of non-compliance identified at this inspection

We informed the childminder they were non-compliant with the following regulations of the *Child Minding and Day Care (Wales) Regulations 2010*. We did not issue non-compliance notices as we did not find evidence, on this occasion that these had an impact on the welfare of children. These matters must be addressed.

Regulation 28: Suitability of workers: the childminder was unable to evidence she had gathered all of the required information to ascertain safe recruitment of volunteers.

Regulation 30 Keeping Records: the childminder was unable to evidence she had collated all of the required information in the children's personal records, for example, recording children's gender.

Regulation 38 (e): Fire Precautions: the childminder was unable to evidence fire drills had been conducted to ensure children are fully aware of the procedure to be followed in case of an emergency.

5.2 Recommendations for improvement

We recommend the childminder should consider:

- Following the correct nappy changing procedure as outlined in the *Infection Prevention and Control for Child Care Settings (0-5 years), Nurseries, Childminders and Playgroups: Public Health Wales - All Wales Guidance* and completing the infection control audit tool for early years settings;
- familiarising herself with the principles from the foundation phase curriculum to facilitate learning through play in the home environment and support activity planning;
- checking outdoor play equipment is suitable for purpose and replacing those worn and
- asking parents to sign all accident and incident records.

6. How we undertook this inspection

This was a partly announced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Thursday 07 February 2019 from 1154 - 1450 hours and 1615 – 1820 hours:

We:

- Inspected a sample of documentation and policies;
- observed practice;
- inspected the areas used, toys and resources;
- spoke to the childminder, children, volunteer and three parents and
- provided feedback to the childminder.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childminder
Registered Person	Elizabeth Day
Registered maximum number of places	10
Age range of children	Under 12 years
Opening hours	Monday to Thursday - 08:00 – 17:45
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	06 October 2015
Dates of this inspection visit(s)	07 February 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 service 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 service provider considers Welsh Government's ' <i>More than Just Words</i> ' follow on strategic guidance for Welsh language in social care
Additional Information:	

No noncompliance records found in Open status.