



Childcare Inspection Report on

Kristina Salisbury

Denbigh



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Description of the service

Kristina Salisbury provides a child minding service from her home in Denbigh. The detached dormer bungalow is on the main road on the outskirts of the town with schools close by. The child minder is registered to care for a maximum of 8 children under the age of 12 years. The service opens Monday to Thursday from 8:00am to 5:30pm and on Friday from 8.00am to 5pm. The service is open Monday to Wednesday during school holidays.

The language of the home is English, with some Welsh words used. The child minder does not provide the “Active Offer” in relation to the Welsh language.

Summary of our findings

1. Overall assessment

Children are cared for by a child minder who values them as individuals, and creates a nurturing environment for them to play. Children have good opportunities to play and learn using a wide range of stimulating resources. Outdoor play is a daily feature and children are taken on outings in the local community and beyond. There is space for children to play safely and the premises are secure. There are good systems in place to record information and the service is reviewed regularly.

2. Improvements

The child minder has included photos of individuals to record some activities within their files.

3. Requirements and recommendations

We made recommendations around risk assessments for outings, updating the phone number for CIW, including information from parents and children in the quality of care review and providing child development records. We also made a recommendation about the fire blanket and recording existing injuries or concerns.

1. Well-being

Summary

Children are involved in planning activities and enjoy their time in the care of the child minder. The children play well together and are learning good manners. Children are encouraged to learn new skills and become independent.

Our findings

1.1 To what extent do children have a voice?

Children are involved in planning activities and able to make choices in their play.

We saw a large piece of paper which had been divided into columns with each child's name at the top of each. Children were asked to put down three activities they wanted to have during the school holidays. They had also drawn pictures at the bottom of the page. The activities listed included a water fight, a walk to the park, art and water balloons.

We saw one child going to the storage unit where the toys are stored and choosing a box of cars to play with. Children are able to make choices because there are a number of boxes of toys which are stored at a level for children to access easily.

Children are able to make choices from the activities provided and this promotes a sense of self.

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

Children are settled and enjoy their time at the child minders. They are happy to spend time with her and other children.

Children were very comfortable and relaxed with the child minder. We saw two children arrive who have only been coming for two weeks. This wasn't a planned session for them and was arranged at short notice, but the children were happy to come and start playing with the toys outdoors. We saw questionnaires from parents who had recorded their children were happy to attend. The children enjoyed playing on the floor alongside the child minder with the train track and outdoors where she was blowing bubbles. Children were content to chat to the child minder during their play.

Children have good relationships with the child minder which helps them to feel very happy, safe and relaxed.

1.3 How well do children interact?

Children interact well with the child minder and other children.

The children played well alongside one another. When some disputes arose about wanting the same car, the children were encouraged to take turns. One child said they had made friends at the child minders and was looking forward to seeing them in the holidays. Children received praise for good manners and when taking turns which helps to reinforce positive behaviour.

Children are encouraged to share and take turns.

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

Children have a good variety of opportunities within the home and out in the community to enhance their play and learning.

Children particularly enjoyed playing outdoors in the paved courtyard adjacent to the kitchen. They enjoyed playing in the water, with the basketball set and the sit and ride cars. The child minder brought out some dolls to be washed to extend the water play activity and provide enjoyment for the youngest child attending. We saw photos, with comments provided in the child's file showing children enjoying playing in the snow and splashing in puddles. We saw evidence in children's files and the diary of visits to the library, adventure park and children's farm, which enhances the children's experiences and promotes a healthy lifestyle.

Children are given opportunities to be active and curious learners.

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

Children are provided with a good range of activities to learn and become independent.

Children use the floor and large settee in the large family kitchen/diner. Toys are brought into the area from the storage unit in the hallway and children were encouraged to help tidy away after each activity before any other toys were brought out to make sure there was sufficient space to play without clutter. Children were encouraged to access the toilet independently where possible. A step also allows children to wash their hands or reach the toilet easily. We saw a photo and comment in a child's file of the child "drinking from a big cup" and a stick it note inside a file to record "... Can put his shoes on". These show how children are encouraged to become independent.

Children have good opportunities to learn and develop a range of skills. We saw from the diary, children's files and evidence on the day of children being offered a wide range of activities. There are regular outings to the book start session at the library to encourage a love of books and reading from an early age. Craft activities are regularly available including play dough and painting. We saw photos of cooking activities and playing with musical instruments. Outdoor and physical play is provided on a daily basis where possible encouraging children to be active.

Children are developing well and participate in a range of activities enabling them to learn new skills and increase their independence.

2. Care and Development

Summary

The child minder has the skills and experience necessary to keep children safe and healthy. She manages behaviour in a positive way. The child minder plans activities to promote learning, but should provide evidence to show how she is meeting the child's individual developmental needs and record existing concerns and injuries.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder is competent and has completed training to support her in keeping children safe.

We saw the child minder had all of the necessary policies in place and these had been reviewed in 2017 with the next review due during August 2018. Training in child protection, first aid and food hygiene are all current. The child minder did not have a process in place to record any concerns or existing injuries.

Risk assessments are provided for the house and garden and some outings such as the park, but additional assessments are required for specific outings such as the Adventure Park and the farm park.

We saw the child minder promoted good personal hygiene by ensuring children had access to liquid soap and paper towels. She followed good hygiene procedures when changing a nappy and had a policy in place to support the practice.

The child minder provides food for the children. Meals and snacks are recorded in the daily diary and on individual diary sheets for younger children. One child had a snack of a banana and a drink of milk. The children had pasta, chicken and sweetcorn at tea time. One older child who is known to be a fussy eater had banana and honey on toast as requested. The children had water to drink.

The child minder encourages children to be active and spend time out of doors. The door to the courtyard was open to allow children to move freely between the play area indoors and outdoors.

The child minder keeps children healthy and safe and has good hygiene practices.

2.2 How well do practitioners manage interactions?

The child minder acts as positive role model for children and is warm and friendly.

The child minder used good manners when speaking to the children and was very caring in her approach. She was clearly saddened by the fact that one child was leaving that day and had organised a party that morning with other child minders and their children invited. The child minder used distraction to manage behaviour when two children wanted the same toy. She spent time on the floor at their level to play with the train track and instigated a game of throwing the ball through the basketball hoop to encourage the children to play

together. The children received a lot of positive comments throughout the day which help to reinforce good behaviour and good manners.

The child minder encourages good behaviour and uses appropriate strategies to manage interactions.

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

The child minder plans a variety of play and learning activities but does not currently record developmental changes.

Each child has a file to include photos of activities and these show children painting, playing musical instruments, at the park and the library, bug hunting, baking and sand play. The activities shown in the photos demonstrate children have a wide range of opportunities to meet all areas of learning. We saw children playing indoors with cars and the train track and outdoors with a play house, a climbing cube/slide and water play, encouraging a range of skills in physical play.

Some developmental milestones were recorded in the individual files, but this was not a regular or formal process and the child minder was unaware of the developmental outcomes for the different age groups.

The child minder promotes children's development, but should be aware of and meet their individual needs.

3. Environment

Summary

The child minder provides a safe, secure and clean environment for children to play. There are policies and procedures in place to support safe practice. Resources and equipment are clean and stored appropriately.

Our findings

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

The child minder provides a safe and secure environment for children.

We found the premises were secure with access through a gate and the door from the utility room to the kitchen/diner, which was locked at all times during our visit. There is a courtyard at the rear of the premises which is fully enclosed so children can play safely outdoors. The child minder completes fire drills every month and these are recorded on to pre printed forms. The fire blanket was in a drawer beneath the oven. We discussed the scenarios when a blanket might be needed and the difficulties in accessing the blanket when it was not fixed to the wall.

The child minder ensures the premises are safe and secure.

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

The child minder makes sure the premises and outside play areas are clean and she provides a welcoming environment for children to play and learn.

The premises were very well maintained and very clean. The children play in a large open area within the kitchen/diner away from the dedicated kitchen area of the room. Within a large alcove in this room is comfortable seating, which is used for stories and watching television. There is floor space for children to play. The large dining table is used for mealtimes and craft activities. Toys are stored in boxes on a storage unit in the hallway with additional toys stored in the garage. The dog has space in the front hallway and there is a gate to separate the dog from the children keeping them safe. The courtyard used by the children for outdoor play contains a play house, a small cube climbing frame and slide, water/sand play and sit and ride toys.

The child minder makes sure the premises and garden are clean and well maintained.

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

The child minder provides a good range of toys and equipment to meet the needs of the different ages of children attending.

We found the toys and equipment to be clean and in good repair. The toys and equipment were sufficient to meet the needs of the different ages of children attending. We saw

children enjoying their play and there were sufficient resources for the children to play together.

The child minder ensures toys and equipment are developmentally appropriate and of good quality.

4. Leadership and Management

Summary

The child minder is aware of the requirements for child minding, and runs her service appropriately. The child minder monitors her service, but further input from others and evaluating the service is needed. She has good relationships with parents and keeps them informed using a variety of methods.

Our findings

4.1 How effective is leadership?

The child minder manages her service well, keeping records and policies up to date.

The child minder has a statement of purpose which has been updated, but requires a change to the phone number for CIW. Policies and procedures are regularly reviewed and updated where necessary. Attendance times are recorded in a daily diary and the child minder produces a table of children's days of attending to make sure she is within her numbers and to highlight where there are possible vacancies. A file for each child is provided and this includes a contract, accidents and medication forms. Some information is not included on the contract which is required by the NMS, such as the name of the GP. The child minder has provided parents with information about the General Data Protection Regulations.

The child minder manages her service well overall.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place to monitor her service.

A review has recently been completed and is currently in draft form. The child minder was advised to review the document and consider the wording to maintain confidentiality. The child minder had received questionnaires from parents as part of the review process, but information from the questionnaires was not included in the document. The views of children had not been considered and we discussed how this could be achieved in the future. The review showed parents were very happy with the service provided.

Appropriate systems are in place to review the service, but the views of parents and children need to be included and the service should be evaluated.

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

The child minder is experienced and able to manage resources effectively.

We found the child minder has updated her first aid and safeguarding qualifications. . We saw a DBS (Disclosure and Barring Service) clearance for members of the household over the age of sixteen, with the exception of one which is currently being processed. The child

minder has contact with other child minders in the area. They provide mutual support and the opportunities for children to play together to encourage cooperation in play.

The child minder manages her service effectively.

4.4 How effective are partnerships?

The child minder has good relationships with parents and keeps them informed about their child.

The child minder told us she had good relationships with parents. This was confirmed from the comments on the review and a parent collecting her child for the last time. The child minder has a variety of methods for keeping parents informed about their child. These include the use of social media, verbal feedback and photographs.

The child minder has good communication links with parents and uses a range of methods to keep parents up to date with their child's progress.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended the child minder should consider:

- the statement of purpose should be amended to include the correct CIW telephone number;
- risk assessments should be completed for specific outings;
- the quality of care review should include comments from parents and children and an evaluation of the service;
- the fire blanket should be fitted in accordance with directions from the Fire Service;
- children's developmental needs should be assessed on a regular basis.
- the child minder should record any concerns and existing injuries;
and;
- maintain records of children's details as required by the regulations.

6. How we undertook this inspection

This was a full inspection where the child minder was given short notice to check their availability. One inspector visited the service on Thursday 19 July 2018 between 1pm and 5pm.

We:

- Observed the children and the care they received;
- spoke to the children;
- spoke to the child minder;
- looked at a wide range of records including the statement of purpose, policies, procedures, attendance records, children's records;
- inspected the premises and the quality of toys and resources.

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

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Kristina Salisbury
Registered maximum number of places	8
Age range of children	9 months to 12 years
Opening hours	8.00am to 5.30pm Mon to Thurs. 8.00am to 5.00pm Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	30 September 2015
Dates of this inspection visit(s)	19 July 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:	