



Childcare Inspection Report on

Tracey Vale

Buckley



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Description of the service

The child minder works from her family home in Buckley. Her service is called Little Peoples Childminding. The child minder picks up and drops off from local schools. She is registered to care for no more than six children at any one time. The child minder is currently only caring for her grandchild.

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

1. Summary of our findings

Children are offered a range of activities whilst with the child minder. The child was happy and knew they will be listened to and their interests taken into account. The child minder promotes children's play, learning and development appropriately. The child minder goes out regularly to different places in the community. The premises are appropriate and records and documentation are organised. The child minder has a good relationship and works flexibly with parents.

2. Improvements

Risk assessments for places visited with the children are now in place and the behaviour policy has been reviewed. A check list of all policies which will be reviewed yearly makes it easier to see which have been updated. The child minder has purchased new toys such as a small trampoline and coloured sand in order to develop a range of skills and give the children different things to play with. New decking has been introduced and zoo membership has been obtained to enable the children to visit the different animals more often.

3. Requirements and recommendations

Recommendations have been made in care and development and leadership and management.

1. Well-being

Summary

Children are listened to and provided with a range of activities, which contribute to their development. They 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.

The child was listened to and expressed their choice over how they would like to spend their time. The child minder recognised and responded to communication in a manner which showed interest for their choices. We saw the child chatting happily together with the child minder and her family and making decisions about their play. They asked for something different when they wanted a change of activity. The child was 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 enjoy plenty of warm affection from the child minder.

The child had settled well, had developed a sense of belonging and showed attachment to the child minder. The child enjoyed care which was warm, relaxed and respectful of their needs. The child chatted to us telling us about the things they enjoyed doing with the child minder.

Children feel safe, happy and valued.

1.3 How well do children interact?

Children interact well.

The child 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 child proudly show the child minder what they were doing.

Children enjoy their time spent with the child minder.

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

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

The child was 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 and listening to a story. They made the most of the range of activities and resources which encouraged social, intellectual and language development. We saw they were very busy and fully interested in what they were doing.

Children enjoy their play and learning activities.

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

Children are confident learners.

The child had the opportunity to develop independence going to the bathroom and washing and drying their hands independently. They moved around playing with toys of their choice, selecting confidently from the range available and set out. The child told us they went out to different places in the local area such as parks.

Children have good opportunities to develop skills of independence.

2. Care and Development

Summary

Children are cared for by a child minder who delivers appropriate care. The child minder promotes children's play, learning and development through a range of activities. Individual needs are met and 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 provided healthy snacks such as fruit and toast with milk or water to drink. The child was reminded to wash their hands before lunch. Fire drills undertaken ensured children knew what to do in an emergency however these should be carried out along with smoke detector tests more regularly once new children start their placement. 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 hazards. These have been recently extended to include actual hazards identified for outings. Accident and incident records required more detail including recording the site of the injury. It was suggested the Pacey record books which were available were used as these contained all the details required.

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.

The child minder gave responsive care to the child, she listened and showed respect. We saw consistent, realistic boundaries were set and through positive responses the children were helped to understand simple rules such as not jumping on the settee. We heard lots of praise and good explanations. 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. Diaries were kept for the youngest children and scrapbooks were kept for the older ones. The child minder had planned activities which linked to special occasions and told us they regularly go out in the local area and further afield such as to the zoo and Greenfield Heritage Park. The child minder knew the child well and was competent in meeting their needs. The child minder was able to suggest toys and activities and ensured the child was busy with experiences they would enjoy and were interested in.

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

3. Environment

Summary

The child minder provides a welcoming environment for the children. Good use is made of the premises and children enjoy visits in the local community. The toys and equipment are 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.

The child minder ensured the child was safe. The front door was kept locked and visitors to the service recorded. The premises were in appropriate decorative order. The child minder made sure equipment was safe and the environment and toys were age appropriate. A safety checklist had been completed.

Children are cared for in a safe environment.

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

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

Equipment was organised in boxes and we saw toys and games were easily reached by the child. All the furniture was appropriate and we saw the environment was welcoming making the child feel comfortable and at home. There was sufficient play space for the child.

The child minder provides easy access to resources.

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 child 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 child's age. The child played indoors and knew other toys were available if they asked the child minder.

The child minder ensures children have a range of 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 an appropriately run child minding business.

We were made to feel welcome by the child and the child minder. The child minder has a level 3 NVQ and had undertaken an extensive range of courses such as Eating Well with Pre-school, Sticky Fingers - powerful play in the kitchen. The child minder is a Flying Start provider and has recently achieved a level 5 qualification. We looked at the statement of purpose which reflected the child minding service. The records and documents sampled to support the service were organised. However we noted the exclusion time for sickness should be 48 rather than 24 hours. 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; the child enjoyed their time with her. The child minder had purchased new toys and resources such as a smaller trampoline and put decking outside. The child minder had completed a review of the service and had made improvements such as introducing coloured sand and a new fish. The child minder was reflective and considered her practice to see how she could improve, for example involving the children in gardening and growing their own vegetables. The child minder was keen for feedback to make changes which would benefit the children. The child minder has undertaken an extensive variety of courses however these had not been evaluated to show how the children had benefitted from the training.

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 very plentiful and suitable for the child however we did not observe many multicultural toys and resources reflecting our wider society. All were clean and in good order and accessible for the child to develop their play. This ensured they were busy and happy. The child benefitted from a range of outings and visits in the local area and making use of local resources such as toddler groups.

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.

Daily feedback for parents related to routines, the activities undertaken and how they had 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. We saw feedback from parents whose children had recently attended and from other professionals stating how children had flourished under the care of the child minder. The child minder uses a social media site to send photos and videos to parents of their children enjoying activities and time spent with the child minder. Within the children's files documentation was up to date however permission for emergency treatment needs to be added to the children's record forms. The child minder takes children to different places 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;

- to add permission for emergency treatment to all the children's forms;
- to introduce a selection of multicultural toys to reflect the wider society;
- to evaluate training undertaken and to evidence how outcomes have improved for children as a result;
- to use the Pacey books, which were available, to record accidents, incidents and medication;
- the exclusion time for sickness should be 48 rather than 24 hours; and
- to undertake more frequent fire drills once new children have started.

6. How we undertook this inspection

The inspection took place on 13 February 2019 from 11.15 am to 2pm. It was a full inspection as part of our schedule undertaken by one inspector. We received confirmation after the inspection many of the recommendations had been completed.

We

- inspected documentation and policies;
- met the child minders family;
- gave feedback to the child minder;
- looked at records and documentation from Flying Start;
- looked at the space used by children;
- observed the child and the care they received; and
- spoke to the child minder and the child.

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	Tracey Vale
Registered maximum number of places	6
Age range of children	0 – 12 years
Opening hours	Flexible to suit parents
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 February 2016
Dates of this inspection visit(s)	13 February 2019
Is this a Flying Start service?	Yes There are currently no children attending.
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:	