



Childcare Inspection Report on

Lynne Rawlins

Denbigh



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Description of the service

Lynne Rawlins is registered to provide childcare for up to six children under 12 years of age. The service is provided in the child minder's home in a residential area of Denbigh. The service operates weekdays from 08:00 – 17:30 but closing earlier at 15:00 on Mondays and Fridays. English is the main language used, however Welsh is promoted as an additional language, the service therefore does not provide a Welsh language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children are cared for by an experienced and well qualified child minder, who values their feelings and encourages them to make their own decisions. She works closely with parents and carers, enables children to form strong bonds with her, and promotes their friendships with each other. Children are therefore able to feel secure and happy. They enjoy a suitable variety of activities and experiences which promote their learning and development. Appropriate measures are in place to ensure the environment is safe and secure. Parents are aware the child minder has a variety of pets which are cared for on the premises.

2. Improvements

The child minder has updated all required mandatory training in First Aid, Child Protection and Basic Food Hygiene since the previous inspection. An updated statement of purpose was forwarded to us following the inspection.

3. Requirements and recommendations

The child minder was asked to amend her statement of purpose so as it reflects the service offered and as far as practicable possible ensure that the care of pets on the premises does not impact on the care of the children.

1. Well-being

Summary

Children's well-being is promoted and they enjoy their time at the service. They have formed good bonds of affection with the child minder and friendships with each other, enabling them to feel comfortable and secure. The children's views and feelings are valued and they are encouraged to make their own choices and decisions. The child minder knows their preferences and understands their needs. As a result they receive warm and attentive care.

Our findings

1.1 To what extent do children have a voice?

Children can make choices and express their views.

Children were encouraged to make their own decisions about what they would like to do and were offered activities the child minder knew they would enjoy. They had easy access to a suitable range of resources, for example children requested the 'Play Doh' and 'slime' which were promptly brought out and received with great excitement from the children. They could move freely throughout the playroom, kitchen diner and lounge but tended to stay with the child minder in the kitchen diner having 'messy play' time. A younger child watched eagerly and was supported to join in when they wanted to.

Children are happy to express their views, are listened to and confident that their feelings and non-verbal actions will be consistently valued.

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

Children are secure and relaxed with the child minder.

We saw the children present had forged good relationships with the child minder and each other, and were settled and happy in her care. They approached her easily for reassurance and support and enjoyed meaningful and individual attention. We heard conversations between a child and the child minder, about their family and things they enjoyed doing. This demonstrated the child minder knows them well and values the relationship. There were lots of smiles and laughter when playing, showing the children were happy and comfortable in the child minder's home.

Children are confident, happy and sufficiently relaxed at the child minder's.

1.3 How well do children interact?

Children's behaviour is appropriate for their age and stage of development. They are learning to cope with difficult feelings such as sharing and taking turns and are well supported by the child minder.

Children from nine months to eight years played well together in the kitchen/diner. No disputes occurred as there were plenty of resources available to them. Children were prepared to share the child minder's affection and time and did not object when other younger children required more attention. There was a relaxed and happy atmosphere with older children helping siblings and younger children attending.

Children interact well and are forming successful positive relationships.

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

Children enjoy a variety of activities at the child minder's home and out and about in the local community.

We saw children happily playing with a good range of resources that suited their interests and stages of development. For example they could read books with the child minder, coloured in pictures and created their own books, played in the play dens in the lounge, and made and played excitedly with slime and 'Play Doh'. Children engaged the child minder in their play but were also confident to play on their own. One child told us they enjoyed doing art and craft and showed us their work on display in the playroom. Children also spoke fondly of walking to school and visiting local places such as the park and library.

Children enjoy their learning through interesting, suitable and age appropriate play opportunities.

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

Children's all round development is promoted and they are able to practise their self-help skills.

Children were able to make decisions, such as what items they needed when playing and what they wanted for snack and to drink. They were given opportunities to develop their self-help skills to a level that was appropriate to their age and stage of development. For example we saw them successfully manage their own snack and put on their coats, and fasten zips with some help before going home. They also responded well to requests made by the child minder, for example when making the slime and were well supported and praised for their efforts which gave them encouragement and boosted their self-esteem.

Children are provided with interesting opportunities to develop skills which promote and support their learning and independence.

2. Care and Development

Summary

The child minder is clear about her role in keeping children healthy, safe and well and has suitable policies and procedures in place to support appropriate practice. She is well trained as a classroom assistant and demonstrates a commitment to updating her knowledge and childcare practitioner training. She has realistic expectations of children, promotes their self-esteem and treats them with warmth and respect. She provides a good range of activities and experiences she knows the children will engage with, and promotes their learning and development. The child minder promotes the use of Welsh as a second language within her service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder ensures that children's health and welfare is promoted.

She has attended training courses in safeguarding and it was clear from our discussions that she remains confident regarding the procedure for recording and reporting concerns. The child minder is aware of the need to collate information on children's allergies and special dietary needs to ensure the meals and snacks she provides are suitable and to promote healthy eating. We saw children had easy access to drinks at all times, and had appropriate snacks.

Records are kept for the administration of prescribed medication and she has updated training in paediatric first aid. The child minder has prior experience of caring for children with additional needs as a child minder and through her previous role as a classroom support assistant within a school setting. The accident book evidenced that appropriate action is taken when accidents occur, for example CIW were informed of an injury to a child which needed medical attention, we confirmed parents were informed and were happy with the outcome of the process. We discussed how inappropriate behaviour is managed and were satisfied that suitable strategies were being used with older children in partnership with parents. Fire drills are practised. Daily risk assessment checklist are used to check the premises before child minding starts and detailed risk assessments for each room have been created. There is current Public Liability Insurance in place which is valid until September 2019.

The child minder has the training required and is supported by relevant policies and procedures to ensure children's health and welfare is promoted.

2.2 How well do practitioners manage interactions?

The child minder has a good understanding of child development and how this impacts on their interactions.

She skilfully dealt with excitable children preparing for Halloween activities and gave stickers out to reinforce good interactions. The child minder joined in with their play to encourage them to take part in the first instance then drew back when they were participating and having fun with others. The child minder has a patient and gentle manner with children. We saw she spoke to them calmly, and supported them with lots of praise, smiles and encouragement. They were not hurried when eating or getting ready to go home, and there was a relaxed atmosphere at all times even though the children were extremely busy and active. We saw no unwanted behaviour and discussed with the child minder how she manages behaviour positively, in line with her policies and procedures.

The child minder uses her knowledge and skills effectively to promote positive interactions.

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

The child minder provides an appropriate range of activities and gives warm and sensitive care to help promote children's development.

She joined in with the children's play for a short while, extending their learning through the activities they chose and chatting naturally with them about the morning activities. The atmosphere was calm and happy and gave the children confidence to explore and make their own decisions. Our conversations showed that the child minder knows the children well which helps her provide activities the children will enjoy. A child minding activity planning sheet is used to plan activities including visits to the park, walks and outings to places of interest. The child minder differentiates activities so children of all ages and abilities can benefit. Children with additional needs are well supported, for example those with speech and language difficulties and challenging behaviour receive the help they need and activities to promote their personal development. One child had settled in so well at the service that feedback from the parent indicated that the child rarely wanted to go home.

The child minder incorporated basic Welsh words and phrases into the children's play and is keen to develop this aspect of her service to help promote children's learning.

The child minder knows the children well and is able to successfully meet their individual needs and promote their development.

3. Environment

Summary

The child minder takes appropriate measures to ensure her home is safe and secure and suitable for child minding. There is a suitable range of resources to meet the needs and interests of the children. Areas of the home used specifically for child minding are clean and comfortable. Parents and children are fully informed of the presence of pets which are kept in the conservatory during minding hours so as not to impact on the care of the children.

Our findings

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

The child minder ensures children are cared for in a safe and secure environment.

A checklist is followed to help ensure that the home is safe and any hazards identified so they may be dealt with promptly. Suitable measures are in place to keep children safe and the front and back doors are kept locked so children cannot leave the home unsupervised.

The child minder told us pet dogs do not use the garden areas children have access to, and remain in the conservatory during child minding areas as they are 'elderly'.

There are written procedures outlining how to respond to an emergency or fire. Records of general safety and maintenance were kept and confirmed that the child minder keeps on top of all required maintenance issues, and deals with them promptly after issues are identified.

The child minder implements suitable measures to ensure children are kept safe.

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

The home is maintained and provides a comfortable and welcoming space for the children.

Children have use of a play room, kitchen diner and lounge. Activities take place mainly in the play room and in the kitchen diner where children can sit at tables or in age appropriate highchairs to eat or take part in messy activities such as painting. In the lounge activities are laid out on mats on the floor. Children are able to move around freely and enjoy different activities, however they do not have access to the conservatory where three family dogs and other family pets are currently being cared for. The child minder stated the garden is mainly used during the summer months as the local park is more suitable throughout the year.

Children can relax on two large sofas and often watch educational programmes on a large TV. They sleep in travel cots or in a buggy if preferred in the lounge or play room.

Information for the child minder and parents / carers is displayed on walls throughout the play room and kitchen diner. This includes the registration certificate, weekly planners, routines and menus. Children's work is also displayed along with photographs and thank you cards making the environment informative, child friendly and welcoming. In particular,

the play room which is entered immediately when entering the premises is 'child friendly' and completely for the sole use of children.

The environment is warm and child centred so children can feel secure and at home.

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

The child minder has an appropriate variety of toys, games and books for all age ranges.

She told us she rotates these according to seasonal interests and events and to maintain children's interests. When new resources are brought out they are checked to ensure they are safe for use. Younger children's toys, in particular those for babies and pre school children are left out in the lounge from day to day. The resources available are clean, of good quality and easily accessible to children both indoors and outdoors.

There are measures in place to ensure the continued suitability of resources and equipment.

4. Leadership and Management

Summary

Parents and children benefit from a service which is appropriately run and managed by an experienced child minder. Parents can be clear about how the service operates, and are kept informed about their child's achievements and daily activities.

Our findings

4.1 How effective is leadership?

Leadership is effective. The statement of purpose, parent handbook and policies and procedures give parents / carers a comprehensive picture of the service.

Clear contracts are agreed with parents / carers setting out the expectations of both parties and permissions for activities such as having access to family dogs, the taking of digital photographs and precautions such as the administration of sun cream. Parents / carers sign to acknowledge they have read and understood the many policies and procedures provided. We examined registration forms which contained updated medical and emergency treatment consent forms, and this demonstrated that records are up to date and effective. Record keeping is reasonably well organised and maintained. The attendance register is kept up to date and a current public liability certificate is in place.

The current Statement of Purpose at the time of the inspection stated that the child minder is registered to care for 10 children, however the process of increasing the number of children to be cared for following regulatory changes were not completed. The child minder is fully aware that she cannot and has not cared for more than six children at any one time. The Statement of Purpose has since the inspection been updated and forwarded to Care Inspectorate Wales.

Effective leadership ensures the service operates smoothly on a daily basis.

4.2 How effective is self evaluation and planning for improvement?

The child minder maintains her professional skills and knowledge.

The child minder has refreshed her training in first aid since the previous inspection. She undertook a review of her service in 2017 and identified areas for improvement and has begun a review for this year. Parent questionnaires sent out to gather feedback on the service were generally positive, as were comments recorded regularly on communications with parents, indicating parents were 'more than happy' with the service offered. The child minder also sent questionnaires to professionals and support organisations that she works with, for example 'Bookstart' staff at the local library and other child minders, all responses were extremely positive. Thank you cards were displayed on noticeboards and in files for prospective parents to see. Recommendations since the last inspection have been

implemented. Parents also feedback on a regular basis through the use of questionnaires and general day to day conversations.

The child minder effectively reviews her service and is committed to ongoing improvement.

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

The child minder is suitably qualified and experienced.

Registers show that she operates within the conditions of her registration. There are suitable contingency plans in place in the event of an emergency, which are shared with parents / carers and we could see from the contracts that the child minder gives notice of holidays. The child minder and all other adults over 16 years of age living in the home have a current Disclosure and Barring Service (DBS) certificate check which have been shared with (CIW). Many of the adults living previously at the premises have moved out, leaving the child minder and her husband as the only occupants. No overnight or weekend care is currently provided.

This child minder is qualified to level 2 CACHE as a Teaching Assistant and level 3 CACHE Diploma and BTEC Diploma in Playwork. The relevant mandatory training is attended on a regular basis and close relationships have been formed with external organisations which support child minders in their role.

The child minder has effective systems in place to ensure a safe and reliable service to parents.

4.4 How effective are partnerships?

The child minder works closely with parents to promote their child's well-being.

The child minder ensures she understands each child's needs, likes and dislikes before they start at her service and works with parents / carers to ensure that the children settle in at their own pace. Parents' comments in questionnaires, discussions at the child minder's door on the day of the inspection and thank you cards received by the child minder, evidence how they appreciate the daily chats, feedback, photos, and art work they receive. Progress is also discussed and recorded on a monthly basis using progress books for the younger children, with comments on their achievements and photographs added. For example one child had comments recorded in September, "enjoying school and lovely with his baby brother, kind and caring" and other comments for those settling in providing reassurance for parents. Parents are given a scrapbook of their children's achievements, samples of work and photographs as a keepsake when they leave the service.

The child minder has good links with local schools where she picks up minded children daily. She also attends local toddler groups. There are satisfactory communication systems in place with parents.

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 statement of purpose was updated to reflect the correct number of registered childcare places offered;
- the care of pets on the premises does not impact on the care of children.

6. How we undertook this inspection

This was a full inspection looking at all aspects of the service. We used the following methods to gather evidence for this report:

One inspector visited the service on 31 October 2018 between 12:15 – 14:50 hours and fed back recommendations via a telephone call on 21 November 2018. We:

- observed activities and interactions between the child minder and children present;
- looked at a range of records and documents including contracts, the statement of purpose, children's records, daily feedback, registers and policies and procedures;
- viewed the parts of the premises used for child minding and looked at the safety measures in place;
- spoke with the child minder and one parent collecting their child and examined parent questionnaires in relation to how the service operates and improvements to consider in the future if any, and
- our findings were fed back to the child minder during and following the inspection visit by phone.

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	Lynne Rawlins
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	Monday and Friday 08:00 to 15:00 Tuesday to Thursday 08:00 to 17:30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	24 November 2015
Dates of this inspection visit(s)	31 October 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:	