



# Childcare Inspection Report on

**Collette Smith**

**Buckley**



**Date Inspection Completed**

**24/04/2019**

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Collette Smith provides her service from within her family home in Buckley where she lives with her partner and their three children. Her service operates Monday to Friday 7:00 – 18:00. Care is provided for children under 12 years and she is registered to care for no more than nine children at any one time.

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

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children's well being is at the heart of the service and care provided by the child minder. Children are settled and have a sense of belonging as they form positive relationships and friendships with the child minder and other children. The child minder is responsive to children's individual needs and provides effective and appropriate resources, activities and opportunities, which supports the children's development. The environment is homely and well maintained. Routines and checks completed ensure it is a safe place for children to play and learn in. The child minder manages her service well and uses self evaluation to make improvements that benefit the children. Positive partnerships are developed with parents and the community.

### 2. Improvements

Since the last inspection, the child minder has moved house. This has ensured she can continue to provide children with a suitable environment in which they can play and learn. It has also increased the opportunities for her to plan outdoor activities as the house is close to places of interest including the common (play park), where the children can feed the ducks and visit local play parks

### 3. Requirements and recommendations

We made a recommendation relating to how children's individual progress is recorded.

# 1. Well-being

**Good**

## **Summary**

Children are confident to express themselves as they are listened to and their opinions are valued. They feel comfortable in the care of the child minder and have developed a positive relationship with her. Children interact well together and learn the importance of cooperation and sharing. Children enjoy their time at the service and develop their learning through exciting play opportunities.

## **Our findings**

Children had choices and were free to move around the environment. They moved from one room to another so they could access items they wanted or complete one of the different activities available. For example, they went in the kitchen as they wanted to use the play dough at the table. Children were confident to talk to each other and the child minder about what they wanted and what they would like to do. For example, a child requested some paper plates to play with in the play dough, which the child minder provided for them.

Children were settled and relaxed. They were comfortable in the environment and had formed a positive relationship with the child minder, which ensured they felt happy and content in her care. Children had formed friendships with the other minded children as well as the child minders daughter. This was evident through observations of the children. They were talking fondly of other children the child minder cared for but were not present on the day. Children were listened to and their achievements valued, resulting in them feeling valued.

Children interacted well with each other. They played cooperatively together and were learning to share. For example, children played a matching game alongside the child minder. They understood they had to follow the rules and take turns. Children were well mannered and polite, saying please and thank you with very few reminders from the child minder. For example, two children were sitting at the table colouring. A child asked "can I have the highlighter please?" the other child passed it to them.

Children were all busy and actively involved in an activity they had chosen. They enjoyed their experiences and were able to follow their interests as they had free access to suitable resources. Children showed excitement in what they were doing. For example, children wanted us, the child minder and other children to visit their pretend hairdressers and cafe they had set up. Children were immersed in their role play, having their hair done and pretending to have some cakes. Children could develop their independence as they were allowed to complete tasks for themselves.

## **2. Care and Development**

**Good**

### **Summary**

The child minder implements positive practices and routines that ensure children are safe and they follow effective hygiene practices. She is a good role model and manages interactions in a way that supports and teaches children how to behave appropriately, cooperate and share. The child minder provides a range of suitable opportunities that inspire the children to play and learn.

### **Our findings**

The child minder implemented positive practices to keep children safe. She had completed safeguarding training, which ensured she knew the correct procedure to follow should she have concerns about a child. Registers were kept of children in attendance so everyone could be accounted for in an emergency and children who were sleeping were checked on regularly. The child minder had an effective emergency evacuation procedure in place and this was practiced regularly with the children during fire drills. Hygiene practices supported children to be healthy. For example, the child minder and children washed their hands at appropriate times. We observed a child having their nappy changed and the child minder followed the effective procedure stated in her policy. The child minder offered children drinks at regular intervals to ensure they were kept hydrated. She offered regular opportunities for children to be active and get fresh air. This included being able to access the garden or through planned trips to places such as the park.

The child minder managed interactions well and consistently. She listened intently to the children, responding in an appropriate and caring manner. The child minder was involved in the children's play. She sat with them and played games, modelling appropriate interactions. For example, when playing a game she was teaching them how to share and take turns. The child minder ensured children felt valued as their individual ideas and needs were known and respected.

The child minder knew the children well and provided them with appropriate resources and activities to support their learning and development. The child minder immersed the children in an environment that was rich in language. This had a positive impact on the children's language and communication development. Discussions with children, the observations we made and the planning record evidenced the child minder planned an extensive range of activities and opportunities for the children. This included outings to places including the zoo, library and local café. We noted that most of the children's progress shared electronically with parents and there was no written or pictorial, individual records available. The child minder provided children with a range of toys and resources that were suitable for their age and stage of development and ones which kept them inspired and interested. For example, during the children's role play they set up a

hairdressers and had a café with posters they had created themselves. They were able to move the chairs around as they wished and make cakes from the play dough. The child minder considered and taught children about cultural awareness through planned activities related to a celebration. For example, the children had completed activities related to Chinese New Year.

### **3. Environment**

**Good**

#### **Summary**

The environment is safe and secure with all the relevant checks being completed and risks managed well. The child minder provides a well maintained, homely and child friendly environment where children feel content and relaxed. Resources are of a good quality and suitable for the children being cared for.

#### **Our findings**

The environment was secure with the main entrance locked. Relevant checks were completed, including gas, ensuring they were safe. Risk assessments were completed on all areas of the environment, these evidenced that hazards were managed well or eliminated where possible. Risk assessments were also completed on the regular routines and places visited. For example, travelling to and from school and use of the garden. The environment was well maintained to ensure hazards were eliminated or managed well. For example, safety gates on the stairs and games with small parts kept out of reach of younger children.

The environment was spacious and provided children with areas where they felt a sense of belonging as they were child friendly. The environment was light and bright and provided a warm and welcoming atmosphere where children felt relaxed and comfortable. Separate specific areas were available for children to play in. These were equipped with a range of resources which allowed the children to take part in certain activities. For example, the living room was generally used for games or by the older children when they wanted to have their own space. The garden was well kept and consisted of a patio area and a space with artificial grass. The garden was available for use if the children chose to. All areas of the environment were utilised effectively for the benefit of the children.

Resources were of a good quality and suitable for the ages and stages of development of the children attending. They were stored appropriately so children could access them freely. The child minder gave children the opportunity have a range of experiences to choose from through the toys and resources she provided. For example, they were allowed to play with real money during their role play activity. The storage shed outside meant outdoor toys were kept clean and well maintained.



## 4. Leadership and Management

**Good**

### Summary

The child minder manages her service well and ensures all documentation is up to date and well organised. She consistently and effectively self evaluates the care and service she offers, considering the views of parents and children. The child minder ensures her core training is kept up to date and that all relevant persons living on the premises have the required checks. Positive partnerships are developed with parents which ensures information and relevant aspects of the child's experiences and progress are shared.

### Our findings

The child minder had a clear vision and understanding of the service she provided and this was shared effectively through the statement of purpose. This allowed parents to make an informed decision and decide if it was the care they wanted for their child. All required policies, procedures, child records and other documentation was up to date, reflected current practice and was well organised, making it easy to access and navigate. For example, policies were dated, which showed they had been reviewed recently. The child minder fully understood the regulations and minimum standards and ensured these were met or exceeded.

The child minder understood the benefit of self evaluation to drive improvements. She had completed a recent quality of care report and considered views of the parents and children as part of the process. Parent questionnaires had been completed and those we inspected all gave a positive response to the all round care the child minder offered.

The child minder ensured all her core training was kept up to date. This included paediatric first aid and safeguarding. She also completed training and information sessions that helped her personal development and gave her skills that allowed her to support children's individual needs. For example, training to help support children with ADHD and Makaton training to support language and speech development. The child minder had made sure that all household members over the age of 16 had up to Disclosure and Barring Service checks that were kept updated.

The child minder had developed a positive relationship with parents. She kept in regular contact with them through social media and texts. This allowed her to share information, children's progress and give reassurance to parents that their child was happy and enjoying the activities. For example, a child who was still settling in was a little upset when separating from their parent. The child minder contacted the parent to let them know that they were now happy and playing with the other children. The questionnaires we inspected all had positive comments on them including, "would recommend to anyone" and "excellent child minder, my child loves it."

The child minder uses the local environment and community to support her in providing suitable care and experiences for the children and giving them a sense of belonging. For example, many trips to local places of interest are planned and the child minder had good relationships with other child minders. They met up regularly which gave her and the children the opportunity to socialise.

## **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 recommendation;

- to have a more formal way of recording and tracking children's progress and have evidence of the activities and experiences they have taken part in rather than relying mainly on social media to share information with parents.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our schedule of inspections where the provider was given short notice to check their availability. One inspectors visited the service on 24 April 2019 from 9:00 to 11:30.

We:

- inspected, risk assessments, policies and procedures, registers and four children's files;
- observed practice to evidence the children's engagement and the care being provided by the child minder;
- spoke to the children and child minder;
- looked at four parent questionnaires sent out by the child minder;
- inspected areas used by the children, and
- gave feedback to the child minder on the day.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Child Minder
Registered Person	Collette Smith
Registered maximum number of places	9
Age range of children	Under 12 years
Opening hours	7:00 – 18:00 Monday to Friday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 March 2016
Dates of this inspection visit(s)	24 April 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 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 service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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