



# Childcare Inspection Report on

**Michelle Carpenter**

**Chester**



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## **Description of the service**

The child minder is registered to care for a maximum of ten children up to the age of 12 years. Care is provided from her family home, situated on the outskirts of Chester. The service is open every week day with varying hours dependant on families needs. The child minder will take children to or collect them from school. The service does not provide the Welsh language Active Offer and operates through English.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy a good variety of activities whilst with the child minder. They are safe, happy and very confident learners who know their interests and views will be taken into account and they will be listened to. The child minder promotes children's learning and develops skills through different play opportunities. They go out regularly into the community to socialise and to extend their learning and understanding of the world around them. The premises are safe and there is an enclosed garden to the rear of the house where children can enjoy a good range of outdoor play activities. The child minder has an effective relationship with parents. She manages her service appropriately and all documentation and records are well organised and clear.

### **2. Improvements**

Infuser water bottles have been purchased for the children to drink water with added fruit rather than cordial. The child minder told how the children are really excited about this. The child minder has begun to change the format of her quality of care report and is now using the new inspection framework rather than the minimum standards. The child minder has purchased a range of new toys and games so the children have good opportunities to continue learning whilst playing. There are written risk assessments to keep the children safe on all outings. This is ongoing and updating to reflect any changes. The nappy change routine includes the use of disposable gloves and aprons and paper roll to put over and under the mat to reflect best hygiene practice. The nappy changing and hygiene policy has been updated to reflect the changes. The progress and development of the children is recorded on sheets to add to the child's development log. The child minder has her own diary of child minding events which includes each child,s nappy changes, meals and activities.

### **3. Requirements and recommendations**

None

# **1. Well-being**

## **Summary**

Children are listened to and are provided with a good range of interesting activities, which contribute effectively 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 communicate their needs effectively.

We found the child was able to express their needs and their views and ideas were valued. We saw happy chatting as the child minder and child decided what they wanted to do. For example playing in the playroom or looking at books together. The child was happy and comfortable and we saw lots of smiles. The child was listened to and provided with responsive care which enabled them to develop and grow in confidence. Children have good opportunities to voice their opinions through questionnaires.

Children are listened to and have a strong voice.

### **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 a warm attachment to the child minder and having their own playroom meant they had developed a sense of belonging. The child enjoyed care which was relaxed and respectful of their choice, for example when they said they wanted to look at books this was granted. The child was busy with activities inside discussing pictures in the books and making lots of funny animals by splitting the pages in a book. Smiles showed they were content.

Children are provided with care which ensures they feel safe, happy and valued.

### **1.3 How well do children interact?**

Children are learning about their own feelings to help them to interact well.

The child played well and we saw good interactions between them and the child minder.. We heard them chatting with the child minder in a relaxed manner. We observed her listening and responding to what they had to say and as a result we saw the child happy to show her what they were doing.

Children interact well.

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

A range of interesting toys and equipment encourages children's development effectively.

The child was active, positively occupied and stimulated. They grew in confidence to chat and sing quietly whilst playing freely as well as concentrating on more specific tasks, such as looking at books. The child made the most of the activities and resources in the playroom, and was evidently very happy in the company of the child minder.

Children enjoy their play and learning activities.

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

Children have good opportunities to develop skills of independence.

The child knew the routines and had opportunities to develop independence for example choosing activities. The child was seen to move around playing with toys and when they asked for something different they were able to select other activities. There was evidence from photographs to show they made regular trips within the local area as well as visits further afield meeting with other child minders and their children.

Children develop well and learn effectively from a range of activities.

## **2. Care and Development**

### **Summary**

Children are cared for by a child minder who delivers good care and is committed to ensuring children grow and develop well. The child minder promotes children's play, learning and development through a range of outings and activities. She meets their individual needs successfully and overall knows how to keep children safe and healthy. 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 ensured the child was safe as the front door was kept locked. She 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 and understood the steps to follow. The children bring their own packed lunches and drinks with the child minder encouraging healthy options. We observed nappy changing and discussed the need to promote best practice to ensure good hygiene. Accident and incident records had been completed, been brought to parent's attention and a signature obtained in acknowledgement.

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 for the children in her care.

Children experienced appropriate, responsive care from the child minder. She listened and showed respect. We saw consistent, realistic boundaries were set such as being careful when moving around toys. The child minder was patient and had a calm approach. Through positive responses the child understood and was happy to follow simple rules. This also enabled the child to feel good about them selves, increased their self esteem and made them feel valued. Parent's comments included how the child minder listens to and respects the children in her care. The care was relaxed and child led and we saw the child minder supported the child well in their play and learning.

The child minder manages interactions well.

### **2.3 How well do child minders promote children's play, learning and development and meet their individual needs?**

The child minder promotes children's play and learning.

We saw individual routines and preferences were followed and through discussion the child minder evidenced she knew the children in her care well. She had photographs of the children at play and was starting to complete learning journals for the younger children and scrapbooks for the older children's progress and achievement which they could choose to include their own photographs, pictures, writing and drawing. The child minder planned activities and outings to ensure the children were busy with experiences they would enjoy and which would contribute to their learning. The child minder takes the children out regularly to different places often with other child minders. They visit toddler groups and parks providing opportunities for children to socialise with others and learn more about the world around them. The child minder knew which games and toys each child liked and made sure they had time to play. We saw parents comment about the child minder saying 'My son loves going to Michelle's house,' and there is ; 'Good variety'.

The child minder is knowledgeable about the children in her care and meets their needs.

## **3. Environment**

### **Summary**

The child minder provides a safe, warm and welcoming environment for the children. They make good use of the premises both inside and out and the children enjoy lots of outings and visits in the local community. The toys and equipment are of good quality, safe, 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 and well maintained.

The front door was kept locked and visitors to the service recorded. The child minder made sure equipment was safe and the environment and toys were clean, well maintained and in good order. The child minder is aware of any hazards and how to eliminate them as far as possible and has recently introduced written risk assessments. Fire drills had been carried out on a regular basis which ensured all children knew what to do in an emergency.

The child minder cares for children in a clean, safe environment which meets their needs.

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

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

We were made to feel welcome by the child and the child minder. Activities were organised and we saw equipment was easily visible with most reached by the child themselves. All the furniture was appropriate and in good order. The environment was attractive and in good decorative order, making the child feel comfortable and at home. The garden was well kept and secure with plenty of equipment and ample play space for the children. Outdoors provided a range of skill development opportunities. The child minder took children on regular trips in order to provide different learning environments.

The child minder ensures a suitable environment is provided where children find it easy to do things for themselves.

#### **3.3 How well do child minders ensure the quality of resources and equipment?**

The child minder ensures the 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, for example an outdoor play house, books and creative arts and crafts as well as educational games and fun things to do. The child minder ensured



resources were clean and suitable and equipment was of good quality and many items were new. The child played indoors as they had just woken up. We saw a mix of man made and natural materials. The child minder told us she regularly purchased new toys and equipment and made sure there was always something different to play with.

The child minder ensures children have a range of quality resources and equipment to promote their learning.

## **4. Leadership and Management**

### **Summary**

The child minder is committed to providing a good service which is well run, with all records organised. The child minder evaluates her provision and makes changes to improve. The child minder manages resources well and has effective partnerships with parents.

### **Our findings**

#### **4.1 How effective is leadership?**

Parents and children benefit from a well run child minding service.

We looked at the statement of purpose which reflected the child minding service. The records and documents inspected were organised and clear. The child minding diary was in progress and we suggested there should be more information included, about how the children have spent their time with the child minder. Policies and procedures were in place and the child minder told us she was going to make a record of when they were reviewed. Parents commented on 'A lovely homely environment.' and how the child minder is 'Such an inspiration'.

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 constantly makes improvements.

The child minder was enthusiastic and caring, ensuring that the children enjoyed their time with her. She has moved house and re organised the rooms. New equipment has been purchased for outdoors and in the playroom for the children. The child minder had completed a review of the service, she was reflective and considered her practice to see how she could improve. The child minder was keen for feedback to make changes which would benefit the children. All recommendations were addressed immediately.

Changes are made which both improve and vary the experiences for children.

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

The management of resources is good.

We saw resources were plentiful, clean and of good quality and suitable for the children. They were accessible for the children to develop their play so children were always busy and happy. The children benefitted from a good range of outings and visits in the local area

and further afield including making use of resources such as local parks. We saw photographic evidence of children strawberry picking, celebrating parties and visiting a Victorian museum. The child minder rotates her toys and equipment so there is always something different for the children to play with. The child minder's 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 manages resources well.

#### **4.4 How effective are partnerships?**

The child minder works together well with parents for the benefit of the children.

The child minder said she gave verbal information each day when children were collected. Daily feedback related to the children's routines, the activities undertaken and included how they had been whilst in the child minder's care. The child minder spoke of how she took the children out each day into the local community and sometimes met with other child minders and their children. This provided good socialisation opportunities for the children and extended their experiences and the child minder was able to share good practice with others. We saw evidence of den building and visits to Liverpool museum Chester Zoo. Parents had completed a contract and registration form prior to their children starting and these were in order. We saw information requested which recorded the child's individual needs and preferences so that continuity of care could be provided. We saw many cards of thanks from parents to the child minder evidencing their complete satisfaction with the service.

Parents commented on 'A fun caring environment', the flexibility and how everything fits in and is worked out so children can attend clubs'.

Effective partnerships with parents are established and maintained.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Areas of non compliance identified at this inspection**

None

### **5.3 Recommendations for improvement**

None

## **6. How we undertook this inspection**

The inspection took place on 18 September 2018 from 10.30am to 1.30pm. It was a full inspection as part of our schedule, undertaken by one inspector. We received confirmation via e mail on 24 September 2018 all of the recommendations had been addressed.

- We inspected documentation;
- we looked at the space used by children;
- we observed the child minder and the child indoors;
- we spoke to 1 minded child; and
- we spoke to the child minder and gave feedback.

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

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

## About the service

<b>Type of care provided</b>	<b>Child Minder</b>
<b>Registered Person</b>	<b>Michelle Carpenter</b>
<b>Registered maximum number of places</b>	<b>10</b>
<b>Age range of children</b>	<b>0 – 12 years</b>
<b>Opening hours</b>	<b>Flexible arrangement dependant on parental need</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous Care Inspectorate Wales inspection</b>	<b>31 August 2015</b>
<b>Dates of this inspection visit(s)</b>	<b>18 September 2018</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Is early years education for three and four year olds provided at the service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>No</b>
<b>Additional Information:</b>	