



Childcare Inspection Report on

Stephanie De'ath

Cardigan



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Description of the service

Stephanie De'ath has been registered since 2013 and operates from her home in Cilgerran, Cardigan. She works with another registered child minder, Heulwen Jones. She provides care for a maximum of ten children under 12 years when working alone and up to ten children under 12 years when working with Heulwen Jones. Operating hours are 7am to 7pm Monday to Friday. The language of care is both Welsh and English.

Summary of our findings

1. Overall assessment

Children are looked after by an experienced child care provider and are very happy, well settled and have a strong voice. They enjoy a range of activities and enjoy child led play. The child minder promotes a healthy lifestyle and children have access to an outside area. The environment is clean, safe, comfortable and child focused. Children have access to a broad selection of resources. The child minder plans for improvement and manages the service appropriately.

2. Improvements

The child minder has;

- created wooden steps with hand rails so that all children can access the trampoline
- purchased new garden equipment including swing
- purchased a new double buggy and
- built a garden shed to store toys and equipment.

3. Requirements and recommendations

We made some recommendations in relation to the statement of purpose, contracts and health and safety. These can be found in point 5:2 at the rear of the report.

1. Well-being

Summary

Children feel safe, are well settled and enjoy their time at the service. They find the activities and play experience interesting and exciting. Children are learning and developing well. They interact well with each other and the child minder.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and are able to make choices and decisions.

Children had a choice of activities and moved confidently from one activity to the next. They played jigsaws, pushed buggies and played with dolls. They requested the toys they wanted and got out the toys, as they wanted. For example one child told the child minder "I want to play this one" pointing to a box of squigz toys. The child minder reacted to their requests positively. They smiled gratefully as they emptied the contents of the box onto the table and played happily. When asked by the child minder if they had finished playing with the Peppa pig toys one child answered confidently "No, I want to play Peppa!" They asked for help as required. For example, they asked the child minder for help to attach a ladder to Peppa pig's bed. They knew that their requests would be met with a positive response.

Children have a strong voice at this service.

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

Children are safe and well settled. They have a warm relationship with the child minder. They know their feelings, likes and dislikes are taken into account.

Children approached the child minder for reassurance and cuddles on numerous occasions during our visit. Children fell asleep independently showing that they were relaxed in their environment. They woke from their sleep happily and played contentedly. Children who disliked putting on role play clothes knew that they were able to make their feelings known to the child minder. The children sang happily to themselves as they played and jumped up and down with excitement when pushing their dolls around the room in buggies. They chatted happily about whom they liked to play with whilst at the child minder's home.

Children are well settled, happy and relaxed. They have formed a positive attachment to the child minder.

1.3 How well do children interact?

Children are learning to manage their behaviour, are confident to co-operate, take turns and share.

Children played positively alongside each other, enjoying each other's company. Children happily shared resources whilst playing Peppa pig toys. When a child accidentally pushed Peppa pig's house onto the floor the other child piped up saying,

“Let me help you!” They picked up the house from the floor placing it near their friend. Children took turns to walk Peppa pig characters up the stairs of the house and took turns to push the doll in a buggy around the room. They shared resources such as role play shoes and bags.

Children interact positively.

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

Children enjoy following their own interests and have time to relax.

Children explored their environment freely and confidently got out resources, as they wanted as well as asking the child minder for toys. Children played imaginatively for a prolonged time. For example, they set up Peppa’s house, put Peppa pig to bed, walked characters up the stairs and pushed them around in the car. They asked for a box of squigz toys and spent some time sticking them together and building structures such as bridges. They completed number and inset jigsaws independently. Children beamed with pride when the child minder said, “Well done!” They had quiet times to relax and sit on the sofa as well as time to sleep.

Children thoroughly enjoy their play and learning.

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

Children are making good progress and are confident to try new activities.

Children took part in activities that promoted their development. For example, they were able to complete number jigsaws and the young children confidently counted to ten, named farm animals and the sounds they made. They had opportunities to practise their fine motor skills with pencil and crayon work as well as fitting Peppa’s ladder to the bunk bed. The children attend toddler group and another child minder brings her children to the child minder’s home contributing to the children’s social skills. Children were encouraged to roll up their sleeves, wash and dry their hands independently. They have the opportunity to practise their gross motor skills in the garden however we did not see them playing in the garden during our visit.

Children are motivated to develop and become independent.

2. Care and Development

Summary

The child minder manages interactions calmly and leads by example. She is familiar with the individual needs of the children in her care and promotes their development. The child minder promotes a healthy lifestyle and sufficiently keeps children safe.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder implements appropriate safety policies and procedures.

The child minder had a good understanding of child protection procedures and had up to date training. She clearly outlined her response if she had concerns. She told us she carried out monthly fire drills but did not record the dates of the drills. However, children were obviously used to carrying out fire drills when the child minder alerted them with a whistling toy elephant that she used as an alarm. She had up to date paediatric first aid and food hygiene training. She had registered with the local food standards department although children brought their own food. She promoted healthy lifestyles with outdoor play an integral part of the service.

The child minder consistently keeps children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder is consistent in her interactions with the children.

The child minder was a good role model as she was gentle and patient with the children. She sat on the floor with the children and constantly chatted to them at a level they understood. Children behaved very well during our visit. They made requests politely and always thanked the child minder. When one child tried to take a toy from a younger child, the child minder patiently and calmly explained that the other child had the toy first but that in a little while it would be their turn to have the toy. The situation was resolved immediately with the older child happily accepting the child minder's explanation.

The child minder manages behaviour consistently and effectively.

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

The child minder provides a nurturing and caring atmosphere and is responsive to the children's individual needs.

The child minder was caring and affectionate with the children in her care and we saw confirmation of this in the parental questionnaires. For example, responses included "My little ones love coming to Steph's house. Sometimes they don't want to leave!" The child minder knew the children well and was responsive to their needs. She collected information regarding their likes and dislikes prior to their needs. She responded to young children's nonverbal clues for example lifting a young child into

her arms when the child wanted reassurance. She wiped children's noses as needed. She knew children's preferences such as not wanting to put on role play clothes. She recognised when one of the children became tired and required sleep. She spoke confidently about the preferences and routine of the children in her care. She did not keep formal records of children's development. However, she was able to discuss confidently the additional needs of the children in her care and the measures she had taken to enable them to access all resources. For example, she had built wooden steps with handrails leading up to the trampoline.

The child minder effectively promotes children's play and development and meets their individual needs.

3. Environment

Summary

The child minder ensures that the premises are safe, clean and suitable for children. She uses the conservatory to look after children. Children have access to a large enclosed garden.

Our findings

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

The child minder keeps the premises safe, clean and tidy.

The premises were secure as the door to the conservatory was kept locked and the garden was fully enclosed. The child minder kept a record of visitors in her diary. Premises were clean, comfortable and well maintained. Confirmation of this was in the parental questionnaires stating for example, "House always clean and tidy." The child minder had basic risk assessments in place for the areas used by the children. Safety equipment was in place such as safety gates at the entrance of the kitchen from the conservatory and a fireguard around an electric heater in the conservatory. She checked the smoke alarms regularly and a fire blanket was located on the kitchen wall.

The child minder operates acceptable procedures to keep the environment safe.

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

The premises are welcoming and well maintained.

There was sufficient space and facilities on the premises and the children could easily access toys and resources. This was confirmed in parental questionnaires with statements such as, "Range of toys is good" and plenty of space for children to play." The premises were clean, warm, comfortable and well decorated. Children had access to a large enclosed garden with equipment such as trampoline, slide, swings, basketball hoop and ride on toys. A new shed housed resources such as sandpit, swing ball and double buggy.

The environment is highly suitable for children.

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

The child minder ensures children have access to suitable equipment and resources.

Toys were clean and in good condition. The conservatory contained a wide range of toys and equipment to suit all age ranges. Children could easily access resources. There were plenty of materials available for art and craft activities. There was a broad selection of equipment and resources for both indoor and outdoor play. The child minder cleaned the toys regularly and replaced broken toys. Equipment such as high chairs, changing mats and steps to access the toilet and sink were in good condition.

The child minder consistently ensures that the resources and equipment are of good quality.

4. Leadership and Management

Summary

The child minder clearly enjoys looking after children. She generally maintains the required records and documents and has good organisational skills. She has good partnerships with parents.

Our findings

4.1 How effective is leadership?

The child minder mostly complies with the child minding and day care (Wales) regulations 2010 and meets the national minimum standards for regulated childcare for children up to the age of 12 years.

The statement of purpose contained most of the information needed however; no mention was made in the statement of purpose regarding the child minder's pet dog. The parental questionnaires confirmed that they were happy with the information they received regarding the service. All required records and documentation were in place and well organised. The child minder obtained all necessary forms from parents such as personal information, contracts and signatures on accident and incident forms. The child minder had numerous policies and procedures that focused on meeting the children's needs, such as child protection and positive behaviour management. The child minder did not have a pet policy for the family pet dog.

Leadership is acceptable.

4.2 How effective is self evaluation and planning for improvement?

The child minder has systems in place for reviewing her service and values feedback from parents and children.

The child minder issued questionnaires to parents asking for their feedback on her service. Feedback from parents was positive with comments such as "My children love going to Steph. She is fab with them and we are extremely happy with the care they receive." Children's questionnaires noted that they enjoyed playing in the garden on the trampoline, playing football and being with their friends. The quality of care report referred to improvements such as building a shed to store toys, building steps to the trampoline enabling all children regardless of their disability access to the trampoline and a new double buggy.

The child minder evaluates her service efficiently.

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

The child minder has appropriate childcare experience and qualifications.

The child minder had up to date training on safeguarding, paediatric first aid and food hygiene. She had a valid public liability insurance certificate and all car documents

were correct. She and all adult household members had current Disclosure and Barring Service (DBS) certificates in place.

The child minder is sufficient in the management of her business.

4.4 How effective are partnerships?

The child minder works closely with parents, other child minders and attends toddler group in the community.

The child minder had a positive working relationship with parents and provided daily verbal feedback. The child minder worked alongside another child minder and shared good practice. She opened her home to another child minder once a week so that their children were able to socialise and take part in craft activities. She took children regularly to a local toddler group ensuring the children remain part of the community.

The child minder has a positive partnership with parents and the wider community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that the child minder;

- carries out more rigorous risk assessments;
- keeps a record of fire drills;
- updates her statement of purpose;
- creates a pet policy and
- seeks consent from parents to have contact with her pet dog.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. The child minder was given short notice of the inspection to check for availability.

One inspector visited the service on 14 December 2018 for a total of 4 hours. Feedback was given over the phone at a later date. We:

- inspected a sample of documents and policies;

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	Stephanie De'ath
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	7am to 7pm Monday to Friday
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	20 August 2015
Dates of this inspection visit(s)	14 December 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?	Yes. This is a service that provides an "Active Offer" of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	