

Childcare Inspection Report on

Helena Heaps

Mold



Date Inspection Completed

12/06/2019

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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

Helena Heaps provides her service from within her family home in Mold, where she lives with her partner. Her service operates Monday to Friday 07:00 – 18:00. Care is provided for children under 12 years and she is registered to care for no more than six 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
<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children are happy and feel safe in the care of the child minder with whom they develop a positive relationship. They interact well and enjoy their play and learning opportunities. The child minder understands the individual needs of the children and provides them with appropriate support, facilities and opportunities. She interacts with them in a positive manner and ensures they are kept safe and healthy. The environment is safe and welcoming, with suitable indoor and outdoor areas available for the children. The child minder is effective in her management of her service and ensures self-evaluation is embedded in her practice. She develops positive partnerships and manages resources well.

2. Improvements

Since the last inspection, the child minder has;

- ensured her self-evaluation process is effective and takes account of the views of parents and children, and
- made sure all records are kept secure but accessible when needed and well organised.

3. Requirements and recommendations

We made recommendations relating to the recording of fire drills and having written risk assessments.

1. Well-being

Good

Summary

Children have choices and can make some decisions about how they spend their time. They are happy and feel safe as they form friendships with their peers and develop a positive relationship with the child minder. Children interact well, enjoy their play and can develop their independence.

Our findings

Children were confident to share their ideas and opinions with the child minder, knowing they would be listened and responded to appropriately and with respect. For example, a child who had only recently started at the setting expressed that they did not like green apples, so the child minder provided them with a red apple. Children had opportunities to have a say in activities they wanted to take part in, especially during the school holidays when the child minder discussed activities and places they would like to visit. Children moved around the environment freely. We spoke to children who confirmed they had a choice to play indoors or outside when it was not raining.

Children were relaxed and felt safe in the care of the child minder. They understood and followed routines. For example, when they arrived they hung their belongings on the pegs available, took their shoes off and went to play. Children were keen to talk to us about what they were doing and previous activities, showing they felt safe and happy. Children talked affectionately about other children the child minder cared for, showing they developed friendships. They also chatted freely to the child minder with enthusiasm, evidencing the positive relationship they had developed with her.

Children were respectful towards each other, with the child minder and when playing with the resources. They used their manners and were polite with only a few reminders from the child minder. Children helped put items they had used away when asked to do so and used them appropriately during their play. Children of all ages were helpful and supportive. For example, an older child helped a younger child to reach the food during snack time. We saw no unwanted behaviour, evidencing children knew the expectations of the service and learnt to respect and understand the feelings of others.

Children were actively involved in their choice of play. They played alongside other children, the child minder or they were happy to play alone. Children we spoke to said they enjoyed being at the service and liked playing outside and going on trips. For example, a child was telling us about the drawing they had done with large chalks on the path in the garden a few days previously.

Children developed their independence, as they were able to access a range of resources and facilities. The toilet downstairs allowed children to develop their self help skills

independently. Children had access to resources the child minder had provided for that day but discussions with the child minder and children evidenced that children were aware of what other items were available and could request them from the child minder. During the summer they were able to get the resources themselves, as they were stored in the shed in the garden.

2. Care and Development

Good

Summary

The child minder ensures she implements positive policies and procedures to keep children safe. She plans effective activities and provides snacks and meals that promote a healthy lifestyle. The child minder promotes positive interactions and plans suitable opportunities for the children so they enjoy their play and can develop their independence.

Our findings

The child minder had an appropriate safeguarding policy in place and was able to confidently explain the procedure she would follow should she have concerns about a child. The child minder was able to explain the evacuation procedure and informed us that regular fire drills were conducted. This was confirmed by the child in attendance who told us what they do during the drills. However, there was no written evidence of when or how frequently fire drills were conducted. The child minder had up to date paediatric first aid training and a minor incident that happened during the inspection was dealt with appropriately. The relevant accident forms were completed and these were shared with the parent when they collected their child.

The child minder promoted a healthy lifestyle through the procedures, routines and food provided. She ensured children had regular and frequent opportunities to be active and get fresh air. For example, the child minder planned visits to the local park, walked to and from school and allowed children access to the garden when it was not wet. Healthy meal choices were provided. Children had a choice of fruits, with ham or cheese sandwiches for snack and a child told me they had lasagne and peas for their lunch that day.

The child minder managed interactions well and in a positive way. She explained routines and expected behaviour to new children in a kind manner. For example, explaining why they should wash their hands before snack and that they should not be touching the dog whilst eating. The child minder had positive discussions with the children, talking about their interests and families.

The child minder ensured she knew the children well which allowed her to provide appropriate care and support. She had an agreement with the parents of older children that they could be more independent and walk to the child minder's home from school alone. If it was appropriate and agreed, children were also allowed to go and play outside with their friends, giving them independence and showing them trust. The child minder planned a suitable range of activities and experiences for the children taking into consideration their ages and stages of development. Individual journals were being introduced for younger children. These would allow the child minder to share information with parents in a written form as well as verbally. They included areas to record the child's routines, activities they

had taken part in, milestones reached and next steps, so parents could also support their child.

3. Environment

Good

Summary

The child minder provides a safe environment in which to care for children. She promotes a healthy lifestyle and implements positive routines and practices. The areas used by the children are suitable and there is access to a garden that if utilised effectively. Resources and facilities are of a good quality and suitable for the ages and stages of development of the children.

Our findings

The child minder implemented positive routines and processes to ensure the environment was safe. The external doors were kept locked and the back garden was surrounded by secure fencing. Registers were kept of children attending and all visitors were recorded, ensuring everyone could be accounted for in an emergency and that children were safeguarded. The environment was, as far as reasonably practical, free from hazards and risks were seen to be managed well. However, no written risk assessments or recorded evidence of daily safety checks being conducted were available. The child minder was able to verbally explain the procedure she followed before children arrived to ensure no new hazards had occurred and the environment was safe. For example, checking the garden was secure and free from hazards.

The environment available for the children was homely, clean and well maintained. There were two main indoor areas available for the children. These consisted of a spacious lounge, which children used for a variety of their play experiences and a kitchen/dining room, which was used mostly for when children were eating or for craft activities. There was a display board in the kitchen/dining area where some children's work was displayed, which gave the children a sense of belonging and helped them to feel valued.

The back garden was accessible from the kitchen/diner and provided children with the alternative space to play and be active. Although we did not see children outside, due to the very bad weather, discussions confirmed it was utilised and children enjoyed the experiences available to them when playing outside.

The child minder reviewed resources regularly, which was evident when we inspected the quality of care review. It showed children's interests were considered when purchasing new items. For example, the child minder had recently purchased a new dolls pram and two children had shown real interest in playing with it, so the child minder had plans to purchase another one. Resources were stored appropriately, which helped to keep them clean and well maintained. Items were organised in themed boxes and different resources were made

available to ensure children remained interested and stimulated. Children also knew they could ask for items that were not available and the child minder would get them out.

4. Leadership and Management

Good

Summary

The child minder manages her service well and has a lot of experience that supports her in her role in caring for children. Self-evaluation is a strength, with the child minder ensuring she considers views of others when planning and making improvements. The child minder develops positive partnerships with parents and within the local community.

Our findings

The child minder is experienced and understands her roles and responsibilities. She had a statement of purpose that was informative and included all the required information about how her service operates. Policies and procedures were implemented effectively and dated to show they were reviewed regularly. Paperwork was well organised making it easy to navigate and records such as children's registration forms were complete.

The child minder had completed an in depth self-evaluation of her service and written a quality of care report. This was a particular strength of the child minder. Views of parents and children had been collected and considered when planning and making improvements. For example, the child minder was asking parents for children to bring in a change of clothes during the warmer weather. This would allow her to plan more water play activities as requested by the children.

The child minder had ensured herself, and all household members aged 16 and over, had an up to date, enhanced, disclosure and barring service check as required. Her essential training was kept up to date, including first aid, safeguarding and food hygiene. Resources were effectively managed with new items purchased when needed and with consideration given to children's views and interests.

The child minder had developed positive partnerships with parents. The questionnaires completed and returned as part of the child minder's self-evaluation evidenced that parents were happy with the service and level of communication. We observed a parent collecting their children and there was lots of discussions between them and the child minder about the children's day. The child minder offered flexible care for those parents who needed it. This allowed parents the care they needed for their individual circumstances.

The child minder had developed close links with the community. She is actively involved in a local playgroup, which she took some children along to. This gave her and the children an opportunity to socialise and make friends.

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 recommendations;

- to have a written record of fire drills conducted with the children, and
- have written risk assessments and a record of the daily checks completed on the environment.

5. 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 12 June 2019 from 14:00 to 17:00.

We:

- inspected, policies and procedures, registers, quality of care report 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;
- 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

6. About the service

Type of care provided	Child Minder
Registered Person	Helena Heaps
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	7:00 to 18:00 Monday to Friday.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 and 19 February 2016
Dates of this inspection visit	12 June 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:	

Date Published 31/07/2019