



Childcare Inspection Report on

Delyth Hughes

Caernarfon

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Manually Insert Date

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Delyth Hughes operates a child minding service from her home on the outskirts of Caernarfon, Gwynedd and is registered to care for a maximum of 6 children under 12 years of age. The service is open from 08.00– 17.00 hours, Monday to Friday. The child minder does not provide the 'Active Offer' of the Welsh language. The child minder speaks English and Welsh, with Welsh being the language promoted.

Summary of our findings

1. Overall assessment

All children enjoy their time with the child minder and they are happy and very settled. The environment is welcoming to them and children have a good range of age appropriate resources to extend their play and learning. The child minder needs to make some improvements in relation to completing written risk assessments both for the home and on trips away. The child minder generally understands her role and responsibilities and has positive relationships with parents. However, she must ensure any person aged over 16 years has the required Enhanced Disclosure and Barring Service clearance in place.

2. Improvements

- The child minder has attended courses in relation to her service including renewing her paediatric first aid training, and
- new resources to benefit children's play and learning has been purchased.

Following the inspection, the child minder confirmed in writing the following matters had been addressed;

Risk assessments for the premises and away from the home had been completed; fire drill record forms were in place; the gate in the garden is now fitted with a lock; bottles have been removed and a safety measure has been put in place to prevent a child potentially being hurt should the glass in the antique cupboard in the kitchen break.

3. Requirements and recommendations

We found the service did not meet legal requirements relating to the child minder not ensuring a person aged over 16 years held the required Enhanced Disclosure and Barring Service certificate. This did not adversely affect the children's care and has therefore been brought to her attention to be addressed.

Recommendations made to improve practices were in relation to care and development and the environment.

1. Well-being

Summary

Children are able to express their needs and make their own choices. They are happy and have good interactions with the child minder and each other. Children are settled and enjoy their activities and learn different skills through play.

Our findings

1.1 To what extent do children have a voice?

Children speak up and are listened to.

Children had choice of which activities they wanted to participate in as they could easily access what they wanted to do. For example, younger children delved into a toy box and quickly found their item of play. What children had to say was important as all attempts at communication were responded to positively. We heard a child talk to the child minder about being a little frightened about Santa Claus' visit at Christmas time. The child felt happier when the child minder reminded him about the arrangements his parents had put in place to make the child feel safe.

Children express themselves confidently and know what they have to say is understood and respected.

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

Children are settled; they feel valued and are happy.

Children understood the daily routine and when the older children arrived after school, they quickly took off their shoes and carefully put them away before settling into play. Older children were happy to meet up with the younger ones, gently putting their arm around them and talking to them, showing they were forming friendships. Children felt safe as younger ones put out their hands when they wanted a cuddle and looked relaxed as they sat on the child minder's knee. Children felt at home and proudly showed us their craft work creations displayed in the playroom, even letting us know which one their friends had made.

Children's well-being is supported by the positive relationships they have with each other and the child minder.

1.3 How well do children interact?

Children are learning to manage their interactions positively.

Children were polite and practiced good manners. When asked by the child minder, one of the children told us how they asked a friend for an item of play. With a little prompting, the child remembered the need to say please and thank you, showing the child understood how to interact with others nicely and with respect. All of the children showed kindness towards each other with toddlers trying their best to have conversations with babies and all ages playing well alongside each other. Children co-operated and listened to instruction, for example the younger ones, when asked, went to get their hats and coats to put them on before going to get the older children from school.

Children are successfully learning how to behave socially.

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

Children gain a sense of achievement through their play and learning.

Children engaged well in play based activities with all of them smiling as they played. Older children focused on their chosen activity and made colourful fairies out of wooden pegs and pieces of material for a tutu. Younger children enjoyed playing the musical toys and especially naming different animals in a book and making the animal noises. One of the children was keen to show us their 'dinosaur' corner outdoors and we saw photographs of them painting, playing with cars and trucks and making and baking muffins.

Children are motivated and enjoy their play and learning.

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

Children follow their own interests and are learning skills of independence.

Children were successfully learning skills of independence such as feeding themselves and learning how to take care of themselves personally. They used their imagination in the 'red (toy) kitchen', using resources to make pretend food. Children had opportunities to keep physically fit by spending time outside playing or going for walks in the fresh air. They learned how to stay healthy through eating home cooked food, fruit and drinking water. Children had lots of opportunities for language acquisition with the child minder having many conversations with them at their level, and children responding positively.

Children consistently learn different skills through their daily routine.

2. Care and Development

Summary

The child minder has close relationships with the children and knows them well. She generally ensures children are kept safe and promotes healthy lifestyles. The child minder provides a range of activities and meets children's individual needs. She encourages positive interactions and is a good role model.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder generally promotes healthy practices and keeps children safe.

We spoke to the child minder who knew what to do should she have a concern relating to safeguarding a child. She held a current Paediatric First Aid qualification enabling her to administer emergency first aid and had an appropriate medication policy. The child minder told us she had practiced fire drills with the children but these had not been recorded. She needed to make some changes to her nappy change procedure in order to fully meet with Public Health Wales' guidance on Infection Prevention and Control. Examples of food provided for children in their daily written records evidenced the child minder provided healthy food options with water to drink. Accident, incident and medication records were maintained and parents asked to sign the accounts to acknowledge having been informed.

The child minder needs to make one improvement in order to fully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The child minder promotes acceptable behaviour and treats children with respect.

The child minder celebrated children's achievements and thanked them for helping or being kind to a friend. The child minder is a good role model, she spoke to children at their level and in a language they understood. We talked to her about the behaviour management policy as it could be updated to clearly note the strategies in place for managing behaviour. This is because the child minder told us she would always explain to children who were old enough to understand, why a specific behaviour was not acceptable. This needs to be added to the policy.

The child minder is consistent in her approach to managing positive interactions so children are clear about the rules of behaviour.

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

The child minder engages well with children in order to promote their play, learning and development and knows them well.

The child minder planned varied play and learning activities which enabled children to develop different skills both inside and outdoors. For example, she took children on walks to the local park and we saw she had carefully designed their play room so they could choose and direct their own play. The child minder had warm and caring relationships with the children, sitting at their level to help when needed or talking to them about topics of interest to them. She knew their individual needs and what they liked. For example, she told us children had asked for more craft activities after school and the scheduled activity during the week of the inspection was making a fairy doll. The child minder made sure activities promoted children's play and learning but she did not keep any development records. In so doing, the child minder could improve outcomes for children by tracking their progress and using the information to plan for the next steps in their play and learning.

The child minder provides children with interesting activities but could improve their play and learning experiences by keeping written accounts of their development.

3. Environment

Summary

Children are provided with a clean, secure and welcoming environment. The child minder provides a selection of resources which promote children's play and learning. The layout of resources promotes children's independence. Children's safety could be improved by completing written risk assessments and making slight changes within the environment.

Our findings

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

The child minder generally provides a safe and secure environment for children.

The environment was clean, well maintained and we found the premises were secure as the main door was locked and the outdoor area enclosed. The child minder told us how she kept children safe and never left them unsupervised but had no written risk assessments in place. We discussed some safety matters with her and asked she kept cleaning materials secure as they were presently stored in an unlocked cupboard under the sink. We also discussed other safety matters and asked her to secure the rear gate when children went out to play, to remove bottles out of children's reach and assessed the risk to children being hurt should the glass in the cabinet in the kitchen break.

The child minder is aware some improvement is needed in ensuring the environment is safe.

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

The child minder provides a clean and suitable environment for children to play and learn.

Children primarily used the ground floor of the premises and had plenty of space to explore and move around. One bedroom upstairs was used should a child need a sleep. Children had easy access to participate in outdoor play in an enclosed garden and felt at home as their craft work creations were displayed. The environment promoted children's independence with low level pegs positioned to hang coats and bags and a toilet and hand washing facility located on the ground floor. All areas used by children were clean and well maintained.

The child minder ensures children are cared for in an environment which supports their development.

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

The child minder provides resources, which suit the children's ages and stages of development.

The child minder ensured sufficient resources were available to enable children to choose the activity they wanted. Toys and equipment suited children's ages and were clean and in good repair. Comfortable and homely furniture ensured children could relax and for younger children was an aid to pull themselves up and be mobile. Children sat together to eat their snacks and meals at the kitchen table and low level furniture in the playroom enabled them to participate in table top activities. The child minder used different materials and textures to promote children's play experiences, for example older children had learned how to make fairies out of wooden pegs and were delighted with the end result.

The child minder ensures resources and equipment are developmentally appropriate.

4. Leadership and Management

Summary

The child minder has a clear vision and aims to provide parents and their children with a service suiting their needs. The child minder generally manages resources well but needs to ensure all persons aged over 16 years have a Disclosure and Barring Service certificate in place, as required by regulation. The child minder reviews her service annually and has good relationships with parents.

Our findings

4.1 How effective is leadership?

The child minder has established systems in place to manage the service.

The child minder's statement of purpose provided parents with the information they needed in order to decide whether the service suited their and their child's needs. The child minder maintained the required records, such as children's daily attendance and information relating to children, their needs and preferences. The child minder had devised policies and procedures relating to the care she provided and kept all information about her service safe to maintain confidentiality for parents and their children.

The child minder manages her service appropriately.

4.2 How effective is self evaluation and planning for improvement?

The child minder has good processes to evaluate the service and make improvements.

The child minder had devised a quality of care report evidencing she had sought feedback about her service from parents and their children. Parents commented positively about the service which was also verified when we spoke to parents, one commenting her child had settled well and she was more than happy with the care provided. The child minder reflected on her practices and where possible made changes in order to improve the care she provided. It was good to see a comment received from children about what they would like to do had been actioned by the child minder.

The child minder takes account of the feedback received from parents and their children and makes positive changes in order to move the service forward.

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

The child minder generally manages resources appropriately.

The child minder had attended and successfully completed a paediatric first aid and food safety course showing she kept abreast of current practices in order to improve her care of children. The child minder ensured both herself and one other person aged over 16 years held current Disclosure and Barring Service (DBS) certificates. She was reminded a third adult needed also to complete a DBS as the one currently in place through us (CIW) had expired in 2017. We explained our new DBS procedures to the child minder and advised she accessed the information from our website in relation to what is required of her in order to ensure these checks comply with our regulations.

The child minder must make one improvement in order to fulfil her role in relation to managing resources effectively.

4.4 How effective are partnerships?

The child minder has established positive partnerships with parents.

Parents, as partners, were kept informed about their child's well – being. The child minder regularly provided them with details about their child's time in her care both verbally for all children and through daily written accounts for younger children. Parents also provided her with written and verbal information about their child before their child started, meaning the child minder knew the children's dislikes, preferences and daily routine. The child minder took children on local walks, which helped to extend their knowledge of the world around them and enabled them to feel part of the community.

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

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

We informed the child minder she was not compliant with the following regulation of The Child Minding and Day Care (Wales) Regulations 2010. We did not consider this to be a serious matter on the day of inspection as there was no impact on the care children received. This has been brought to the child minder's attention to be addressed;

The child minder was not compliant with Regulation 20 4 (a) of The Child Minding & Day Care (Wales) Regulations 2010. The child minder must ensure each person who has attained the age of 16 and who lives on the premises has the required Enhanced Disclosure and Barring Service certificate in place.

5.3 Recommendations for improvement

We recommended the child minder could;

- Keep development records for children aged under 8 years and record her observations of children's progress in order to plan for their future play and learning;
- complete written risk assessments of the areas used by children and when taken away from the home. The child minder should also address the safety matters identified at inspection;
- revise the behaviour management policy so it accurately reflects the strategies used to manage behaviour, and
- keep written records of fire drills and smoke alarm tests.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 15 November 2018 from 14.00 – 17.23 hours.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care received;
- spoke to the child minder, children and two parents;
- inspected the areas used by children and the resources;
- considered the information received by the child minder in her Self Assessment of Service Statement; Quality of Care Report and Statement of Purpose and
- gave feedback of our findings to the child minder.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Child Minder
Registered Person	Delyth Hughes
Registered maximum number of places	6
Age range of children	Birth to 12 years
Opening hours	Monday to Friday – 08.00 – 17.00
Operating Language of the service	Welsh
Date of previous CSSIW inspection	16 November 2015
Dates of this inspection visit	15 November 2018
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service does not provide the Welsh Language 'Active Offer' at this time but demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	

No noncompliance records found in Open status.