



# Childcare Inspection Report on

**Karen Smith**

**Colwyn Bay**



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## **Description of the service**

The child minder works from her family home in Colwyn Bay. The child minder picks up and drops off from local schools. She is registered to care for no more than six children at any one time.

The language of the service is English and the child minder does not offer the 'Welsh Active Offer'

### **1. Summary of our findings**

Children enjoy a range of activities whilst with the child minder. They are safe, happy and know that they will be listened to and their interests taken into account. The child minder promotes children's play, learning and development appropriately. They go out regularly to different places in the community such as the local park. The premises are safe and records and documentation are organised. The child minder has a good relationship with parents.

### **2. Improvements**

The child minder has purchased new toys and equipment to support the children to learn through play. The child minder visits new places such as a local playgroup. The child minder spoke of how she is more aware of the children's needs and ensures she is meeting those needs by looking holistically at the whole child as part of the family. This has meant a deeper understanding of how to meet individual needs. The child minder now has an annual ticket to Bodellwyddan castle to enable more frequent visits to extend the children's learning of the world around them.

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

None

## **1. Well-being**

### **Summary**

Children are listened to and provided with a range of activities, which contribute to their development. They settle quickly and 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 are confident to ask for what they need.

Children were listened to and expressed their choice over how they would like to spend their time. For example when they wanted to finish their craft they were helped to do it. The child minder recognised and responded to communication in a manner which showed interest in their choices. We saw the children chatting happily together with the child minder and making decisions about their play, and asking for something different when they wanted a change of activity. The children were very comfortable and we saw lots of smiles.

Children know they are listened to and their views are respected.

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

Children feel very safe, happy and valued.

We saw children playing happily along side each other inside, they enjoyed choosing their own toys and equipment and we heard lots of happy excited chatter between the children as they made up games. During the morning they were reassured and provided with praise and lots of encouragement. Children settled well, had developed a sense of belonging and were observed showing attachment to the child minder. The children enjoyed care which was warm, relaxed and respectful of their needs. They were busy and their giggles when chatting to each other showed they were content. The children grew in confidence during the morning and we saw how the daily routine was familiar and this ensured children felt secure as they knew what was going to happen next.

Children enjoy plenty of warm affection from the child minder.

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

Children interact well with the child minder and other children.

We saw two girls looking at penguins they had made and it was lovely to hear the approval of each other. We saw children shared the equipment well and helped tidy away together. Children listened well to the child minder and took turns to let their friends speak. The children had good interactions with the child minder and their well-being was enhanced as a result. The child minder was heard speaking in a friendly manner; listening and responding to what they had to say. We saw the children proudly show the child minder what they were doing. They played well together, and only needed the slightest of gentle reminders such as not to run in the hall.

Children enjoy their time spent with the child minder.

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

Children enjoy their play and learning activities.

We saw children enjoyed playing with the toys and equipment available to them. They had plenty of choice including free play. The children were positively occupied and they had the opportunity to learn new skills. They were confident to chat to the child minder whilst playing freely as well as concentrating on more specific tasks. They made the most of the range of activities and resources which encouraged social, intellectual and language development. We saw all were very busy and fully interested in what they were doing. Parental feedback included there are "Interesting and fun activities." The children were busy working on a theme of Cold and had melted ice and made pictures of Jack Frost. We saw photographs of a range of activities the children had enjoyed such as making crumble and visiting a local nursery.

Children are motivated to play with interesting toys and equipment.

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

Children have good opportunities to develop skills of independence.

The children had the opportunity to develop independence. They moved around playing with toys of their choice, selecting confidently from the range available and set out. The child minder told us they regularly went out to different places in the local area such as parks and to the beach.

Children are confident learners.

## **2. Care and Development**

### **Summary**

Children are cared for by a child minder who delivers appropriate 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 activities. Individual needs are met successfully and children are 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 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. The child minder provides healthy snacks such as fruit with milk or water to drink but these are not recorded. Fire drills undertaken ensured children knew what to do in an emergency. Relevant policies and procedures were in place to keep children safe and healthy. A safety checklist had been completed and risk assessments had been undertaken to identify risks. Accident and incident records were available and signed by parents as appropriate.

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.

Children experience responsive care from the child minder. The child minder listened and showed respect. We saw consistent, realistic boundaries were set and through positive responses the children were helped to understand simple rules. By being positive it enabled the children to feel good about themselves and increased their self esteem and helped them feel valued. The care was relaxed and child led, ensuring children's emotional well-being was nurtured.

The child minder and children interact well with each other.

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

The child minder is knowledgeable about children's development and successfully meets their needs.

We saw children's individual routines and preferences were followed. Diaries were kept for the youngest children and notes were kept about the progress and development of all the children. These took the shape of flowers with developmental milestones completed for all the areas of learning. The child minder had planned activities which linked to special occasions and places of interest such as the beach and Eirias Park we saw samples of a range of craft activities displayed such as Jack Frost. The child minder was knowledgeable and knew the children well and was competent in meeting their needs and ensured the children were busy with experiences they would enjoy. A range of photographs evidenced a full range of activities experiences and visits for the children including collecting and painting leaves and having fun in the park. The child minder also takes the children to visit her mother who lives locally this provides a special time where all can chat about what they have been doing.

The child minder promotes children's play and learning effectively.

### **3. Environment**

#### **Summary**

The child minder provides a safe, warm and welcoming environment for the children. They make good use of the premises and enjoy visits in the local community. The toys and equipment are of good quality, safe and 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 child minder ensured children were safe. 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 age appropriate. A safety checklist had been completed and risk assessments carried out. The child minder also has strategic plans to avoid crowds for example when visiting the zoo will take the children to a quieter area and avoid the busy sea lion show. The child minder has booked risk assessment training in March 2019 when she will be updating her assessments to ensure she has the most effective procedures.

Children are cared for 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.

The children had a dedicated playroom with plenty of toys and equipment. Activities were organised and we saw toys and games were easily reached by the children. All the furniture was appropriate and in good order. We saw the environment was welcoming and attractive, making the children feel comfortable and at home. There was ample play space for the children.

The child minder provides easy access to resources in a suitable environment.

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

Resources are clean and well maintained.

We saw there was a range of play materials, which provided plenty of opportunities for the children to engage in a variety of play. The child minder ensured resources and equipment were of good quality and clean. Toys and equipment seen were suitable for the children's



ages. The children played indoors and knew other toys were available if they asked the child minder.

The child minder ensures children have a range of good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

Children benefit from a service which is appropriately run, with records up to date. The child minder evaluates her service and plans for improvement. She is clear about her responsibilities and offers a service which is based on the needs of the children. The child minder manages resources well and has good partnerships with parents.

### **Our findings**

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

Parents and children benefit from a professionally run child minding business.

We were made to feel welcome by the children and the child minder. We looked at the statement of purpose which reflected the child minding service. The records and documents sampled to support the service were organised and clear. The child minding diary contained information and was completed every day. The child minder 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 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 makes improvements.

The child minder was enthusiastic and caring and children enjoyed their time with her. The child minder had purchased new toys and resources such as a smaller garage, threading and blocks. The child minder had completed a review of the service and had made improvements. We saw the child minder had plans to improve the outdoor area and to decorate the playroom. Parents have completed questionnaires as part of the review and made comments including "I am very pleased, my child comes home happy." The child minder was reflective and considered her practice to see how she could improve, for example introducing a sand pit and more sit and ride toys for outdoors. The child minder was keen for feedback to make changes, which would benefit the children. We saw children had their own simple questionnaires which asked for children to either draw or write what they liked to do whilst with the child minder.

Changes are made which improve the experiences and outcomes for the children.

### **4.3 How effective is the management of resources?**

The management of resources is good.

We saw resources were plentiful, of good quality and suitable for the children. They were clean and in good order and accessible for the children to develop their play. This ensured children were busy and happy. The children benefitted from a range of outings and visits in the local area meeting other child minders and making use of local resources such as parks and the beach.

The child minder has a variety of toys and equipment which children enjoy.

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

Effective partnerships with parents are established and maintained.

A social media page enables feedback to parents about how the children have spent their time with the child minder. Daily feedback for parents related to the children's routines, the activities undertaken, and how they have been whilst in the child minder's care. Parents had completed a contract and registration form prior to their children starting. We saw routines and an appropriate level of information requested which recorded the child's individual needs and preferences so that continuity of care could be provided. Parents receive newsletters which keep them informed about what is happening such as themes and visits. The child minder meets regularly with other child minders and takes children to different places to learn more about the world around them such as Snowdonia Nurseries. Parents are pleased with the service offered and commented "Doing lots of different .....Thoroughly enjoys themselves."

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

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

### **5.1 Recommendations for improvement;**

None

## 6. How we undertook this inspection

The inspection took place on 18 January 2019 from 10 am to 12.30 pm. It was a full inspection as part of our schedule undertaken by one inspector. We received written confirmation recommendations had been implemented with 3 days of the inspection.

- We inspected documentation and policies;
- We gave feedback to the child minder;
- We spoke to the child minder's husband;
- we looked at the space used by children;
- we observed the children and the care they received; and
- we spoke to the child minder and the children.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7 About the service

Type of care provided	Child Minder
Registered Person	Karen Smith
Registered maximum number of places	6
Age range of children	Under 12 years
Opening hours	Flexibly as required by parents
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 January 2016
Dates of this inspection visit(s)	18 January 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?	No 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:	

