



Childcare Inspection Report on

Patricia Grayson

Llandudno



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Description of the service

The child minder works from her family home in Llandudno. The child minder picks up and drops off from local schools. She is registered to care for no more than five 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 and beach. The premises are safe and records and documentation are organised. The child minder has a good relationship with parents. The child minder works flexibly and will take children at short notice.

2. Improvements

The child minder has purchased new toys in order to develop a range of skills including a wooden train set. More activities to enable the children to learn about the world around them include gardening in raised beds and caring for wild life which visit the garden. A new fire log has been introduced and the child minder also has a daily diary in which she records the child minding day. Written risk assessments have been undertaken for the school run, visits to the park and the beach. A quality review of practice has also been completed. A new outdoor shed houses toys and equipment so the child minder is able to rotate toys easily giving the children different things to play with. The child minder has learned some Polish and French so she is able to communicate with children who do not have much English. The child minder has links with a refuge and has passed on unwanted toys and equipment to help those in the community.

3. Requirements and recommendations

Recommendations have been made in care and development and leadership and management.

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 an older child arrived they wanted to play with the helicopter and transformers which were immediately brought out. Children were shown how the vehicles fitted together and then they were able to make their own combinations. A child had requested to grow cucumbers and they were helped to do so as part of their gardening experiences and learning. The child minder recognised and responded to communication in a manner which showed interest for 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 enjoy plenty of warm affection from the child minder.

Children settled well, had developed a sense of belonging and were observed showing attachment to the child minder. This was especially notable as a child arrived who had not met the child minder previously. The child settled exceptionally well and enjoyed care which was warm, relaxed and respectful of their needs. All children were busy and we saw they were content. The children chatted to us especially when we joined in their play with the farm trailer and animals and showed us how the vehicles transformed. The youngest child there for taster sessions snuggled up with the child minder and was confident to share a few smiles. Children can choose their own colour towel making them feel important and have a sense of belonging.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children interact exceptionally well with the child minder and other children.

The children had good interactions with the child minder and their well-being was enhanced as a result. We saw an older child showing exceptional kindness towards a younger one sharing equipment and toys and helping when they were trying to tackle a tricky part of joining cars together. 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. The different ages of children played exceptionally well together.

Children enjoy their time spent with the child minder.

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

Children are motivated to play with interesting toys and equipment which encourages their development.

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, such as joining cars together. 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. Children learn about wild life whilst growing their own fruit and vegetables and feeding the birds.

Children enjoy their play and learning activities.

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

Children are confident learners.

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. Older children went to the bathroom and washed and dried their hands independently.

Children have good opportunities to develop skills of independence.

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 highly 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. Children bring their own packed lunch but the child minder also provided healthy snacks such as fruit and toast with milk or water to drink but these were not recorded. The child minder has had a recent visit from environmental health and achieved a Level 5 award (the highest) for good kitchen and food hygiene. Children were reminded to wash their hands before lunch and the child minder ensures they each have an individual towel to dry them on. Fire drills undertaken ensured children knew what to do in an emergency. Since the inspection the child minder has started a new fire drill record. 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 hazards. These have been recently extended to include actual hazards identified for outings. 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 however notes should be made about the progress and development of all the children from the time they start in the service. The child minder had planned activities which linked to special occasions and we saw samples of a range of craft activities. The child minder was knowledgeable and knew the children well and was competent in meeting their needs. The child minder was able to suggest toys and activities and ensured the children were busy with experiences they would enjoy and were interested in. for example the child minder worked together with a child to make their own 'Pokemon' card. The child minder supported the child to design a card on the computer and then they printed it off together.

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

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 premises were exceptionally clean and fresh and in excellent decorative order. 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.

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.

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 most 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 an appropriately 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. However these should be reviewed and updated every year and the behaviour policy requires amending to accurately reflect the sanctions used. The child minding diary contained information about the child minding day and was completed daily. 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; 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. The child minder was reflective and considered her practice to see how she could improve, for example introducing baking for the children. These changes should be recorded and included in the review. The child minder was keen for feedback to make changes which would benefit the children.

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.

Daily feedback for parents related to the children's routines, the activities undertaken and how they had been whilst in the child minder's care. We observed a hand over session which was relaxed and unhurried giving both mum and baby plenty of time to welcome each other and for the baby to have some milk. Parents had completed a contract and registration form prior to their children starting. When daily placements need to be organised at short notice the child minder makes contact with the family and records all the relevant information in order to provide a good level of care. 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. Within the children's files documentation was up to date however permission for emergency treatment needs to be added to the children's record forms. The child minder takes children to different places to learn more about the world around them.

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;

- to add permission for emergency treatment to all the children's forms;
- to record the progress and development of the children from the time they start;
- to review the behaviour policy and update the CIW address where required; and
- to develop the quality of care review by adding what has improved.

6. How we undertook this inspection

The inspection took place on 17 January 2019 from 11.15 am to 2pm. It was a full inspection as part of our schedule undertaken by one inspector.

We

- inspected documentation and policies and four children's files;
- gave feedback to the child minder;
- spoke to a parent about the service;
- looked at the space used by children;
- observed the children and the care they received; and
- spoke to the child minder and the children.

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	Patricia Grayson
Registered maximum number of places	5
Age range of children	Under 12 years
Opening hours	Flexible to fit parental need
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 January 2016
Dates of this inspection visit(s)	17 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:	