



Childcare Inspection Report on

Tracy Bennett

Chester



Date Inspection Completed

27/06/2019

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Description of the service

Tracy Bennett operates a child minding service from her home in Saltney, Chester. She is registered to care for a maximum of 10 children, under the age of 12. The service opens Monday – Friday from 07:30- 17:30, closing for bank holidays and approximately one week at Christmas.

English is the main language of care. This is a service that does not provide the Welsh language 'Active Offer'.

Summary

1. Overall assessment

Children are happy, motivated and enjoy attending the service. Appropriate procedures are mostly in place to keep children healthy and safe. The environment is welcoming, well organised and contains engaging resources. The child minder is caring, has positive relationships with children and keeps parents well informed. However, leadership needs to improve because some aspects fall short and do not meet our regulations.

2. Improvements

Since the last inspection the child minder has bought new wooden toys, puzzles and large soft toys. A new kitchen has been installed and a shoe store has been fitted.

3. Requirements and recommendations

We found that the service did not meet legal requirements and we have issued formal notices to ensure that these matters are addressed immediately. These matters relate to Leadership and Management and Environment. See section 5 for more information.

We made recommendations in relation to training needs, food offered, wider play opportunities and an aspect of the outdoor environment.

1. Well-being

Summary

Children are happy and enjoy attending the service. They make choices and decisions and interact appropriately. Children are motivated and excited to learn and are developing well. However, more opportunities could be offered to develop children's independence.

Our findings

Children made choices and decisions about their play and learning. They decided where and what they wanted to play with and whether to play with the child minder or by themselves. For example, a child wanted to play in the garden and when they wanted to come inside to play with the jigsaws this was respected. Children were regularly asked what toys they wanted to play with and when children answered, their preferences were listened to. For example, a child told the child minder they wanted to practice their letters and these were brought out of the box.

Children felt safe and happy at the service. This was evident when a child rushed straight in to the child minder's house after being dropped off, immediately settling with a book. Positive relationships had been formed which we saw when a child enjoyed playing outside with the child minder, giggling as they ran around the garden. A parent we spoke to told us their child 'loved' the child minder and was happy to be dropped off. It was clear children felt secure, comfortable and enjoyed the child minder's company.

Children interacted appropriately for their age and stage of development, with young children beginning to develop a sense of right and wrong. We saw a child politely sharing the blocks with the child minder, taking one out of the box for themselves followed by giving one to the child minder. Children listened and followed instructions well, such as tidying resources away ready for lunchtime.

Children were motivated and engaged in their play. They concentrated for an appropriate amount of time when practising the letters of the alphabet and enjoyed the feeling of success when they managed to build a tall tower out of blocks. Children explored books with interest and screams of enjoyment could be heard when playing on the space hopper in the garden.

Children were provided with a range of experiences including freely chosen opportunities which enabled their development to be promoted. Language skills were enhanced through stories and number skills were developed through identifying numbers in books, counting out loud and completing number jigsaws. Children had made good progress with their learning and this was confirmed by parents who told us their child knew all their letters and numbers due to practising them regularly at the service. Children's independence was

promoted but this could be developed further by toddlers being encouraged to feed themselves and drink from lidless cups.

2. Care and Development

Summary

The child minder provides appropriate care to children. Basic policies are in place to keep children healthy and safe but this could be developed further. The child minder provides a range of engaging free play opportunities which develop learning but mandatory training is not always kept up to date.

Our findings

Basic policies and procedures mostly kept children healthy and safe. However, policies were brief such as the nappy changing policy which needed to include the procedure to be followed when changing a nappy. Children were well supervised and children's arrival and departure times were written down. This ensured all children were accounted for and demonstrated the child minder followed the correct adult and child ratios. The child minder knew how to make a safeguarding referral should she have a concern about a child but she had not attended recent child protection training. Refresher training would strengthen her knowledge and skills in this area. Appropriate hygiene practices were mostly followed including the child minder washing her hands before handling food and meticulously washing her hands after wiping children's noses. Accident and incident records were completed accurately and were shared with parents. However, the child minder had not updated her first aid training which is required by regulation. This was considered a serious matter and we issued a formal notice to ensure this was addressed. The child minder provided outdoor play opportunities for the children and some food and drink choices recorded in the diary were healthy. This contributed to children's overall health and well being. However, food offered could be improved as we saw a pre-packaged microwavable meal being served for lunch that day and a few other processed foods noted in the child minder's diary. We recommended following the Welsh Government's Food and Nutrition guidelines for childcare settings.

The child minder treated children with respect and was a good role model. She was calm, nurturing and handled situations appropriately. For example, whilst waiting for food to cool she reassured children it wouldn't be too long and explained why it wasn't ready to eat. The child minder used positive praise for good effort and encouraged children to behave well and look after the equipment, reminding them to only tip out as many blocks as they needed. This resulted in children following the rules and displaying positive behaviour.

The child minder was experienced, caring and responded to children's individual needs appropriately. She provided a range of interesting play opportunities which promoted learning including their physical skills when taking part in activities such as playing football in the garden. The child minder was committed to teaching children their letters and numbers which she did with success, resulting in this area developing extremely well. However, children could be given more opportunities to progress creatively as messy

play/craft activities were only available once or twice per month. The child minder knew children well and tried to plan experiences to build on their learning. However, this could be done more effectively as the child minder was not always sure of what children should be working on, in relation to the wider curriculum.

3. Environment

Summary

The child minder mostly follows appropriate health and safety policies and procedures, which ensures the service is safe for children. However, some aspects do not meet our regulations and must be improved. The environment is suitable, organised and toys are clean and in an appropriate condition.

Our findings

The premises were secure with access through the front door. Indoors, children were cared for in an open plan kitchen/playroom with a closed door to prevent them accessing the rest of the house. The environment was mostly safe, with the child minder reminding children to be careful when using the step to go in to the garden. The child minder visually risk assessed the area prior to children arriving each day and she applied sun cream and encouraged children to wear hats to protect them from the sun. Safety locks were fitted to kitchen cupboards which kept children safe and prevented them from accessing potentially harmful substances and equipment. Outside was secure but the wheelie bins could have been potentially accessed by children. We raised this with the child minder and she confirmed she would move them to the front of the house away from the children. We discussed fire drills and found the child minder had not carried out a drill for some time. This meant we could not be satisfied children and the child minder were confident in the procedure to be followed should there be an emergency. This was a serious matter. We issued a formal notice to ensure this was addressed.

The premises were light, airy and appropriately decorated. Aspects of the environment were considered from the child's perspective with low level coat pegs and shoe storage enabling them to put their belongings away. Patio doors from the playroom opened on to the garden which enabled children to move from one area to another. The learning environment was cosy and well organised, offering a range of toys and resources for children to choose from. The sofa and play mats created a homely feeling as we saw a child cuddling up sharing a book in this area. Resources were stored in clear plastic containers which made it easy for children to find the toys they wanted. The child minder grouped toys according to children's age and she had spent time laminating alphabet letters to promote children's letter and sound recognition.

Resources and equipment were clean and appropriately maintained. The child minder typically cleaned toys as and when they were needed and threw away broken toys as she came across them. Resources were appropriate and engaging. However, the child minder could offer a wider range of toys. For example, additional resources such as ride on toys and sand/water play would benefit children and ensure they developed skills across all areas of learning.

4. Leadership and Management

Summary

The child minder is experienced and runs her service in line with most regulations. Relationships with parents are positive but self evaluation is not effective and the child minder does not always manage her training needs appropriately.

Our findings

The child minder ensured her service operated in line with most of the National Minimum Standards and regulations and she had adequate knowledge of her regulatory responsibilities. The statement of purpose contained an overview of what the service offered but the document had some missing information, which was required by regulation. All relevant information must be included in the document to enable parents to make an informed decision as to whether the service is right for them. Brief policies and procedures were generally followed and sometimes reviewed. We looked at a range of records including daily diaries, the child minder's diary and children's records. These were well maintained and included all relevant information. However, the child minder did not keep up to date with best practice as she not attended any recent training and was not familiar with new documentation released to support childcare settings in relation to food and nutrition.

The child minder had started to complete her annual quality of care report but it was basic and did not meet our regulations. Strengths had been identified but areas for improvement had not been considered. Questionnaires had been sent out to parents but they were not dated or included in the annual quality of care review. Self evaluation is important because it aims to improve the service and ensure better outcomes for children.

The child minder was experienced which had given her the necessary skills to adequately meet the needs of children in her care. Both the child minder and her husband living at the address had up to date Disclosure and Barring Service clearances. However, we recommended setting time aside for her own professional development in order to keep her knowledge and practice up to date.

The child minder communicated to parents effectively through face to face contact, text messages, daily diaries and telephone calls. At drop off time, conversations were relaxed with trust established and a parent we spoke to told us the child minder was honest, open and kept them fully informed. In the past the child minder had taken children on visits, however, she told us she had not been on any outings for some time.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

During this inspection, we identified areas where the child minder is not meeting the legal requirements and this is resulting in potential risk for children using the service. Therefore, we have issued non-compliance notices in relation to the following:

Regulation 24 2 (b) of The Child Minding and Day Care (Wales) Regulations 2010. The child minder did not have a suitable first aid qualification.

Regulation 38 1 (e) of The Child Minding and Day Care (Wales) Regulations 2010. The child minder did not ensure through regular fire drills that relevant children knew the procedure to be followed in case of a fire.

We also told the child minder that improvements are needed in relation to:

Regulation 16 of The Child Minding and Day Care (Wales) Regulations 2010.

The child minder did not establish and maintain a system for monitoring, reviewing and improving the quality of care given to children.

Regulation 15 of The Child Minding and Day Care (Wales) Regulations 2010. Relevant information was missing from the statement of purpose.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. However, we expect the child minder to take action to rectify these and they will be followed up at the next inspection.

We recommended:

- the child minder sets time aside for her own professional development, including attending training to ensure she is up to date with current best practice;
- offering food in line with the Welsh Government's 'Food and Nutrition for Childcare settings' guidelines;
- offering more craft opportunities and to consider purchasing sand/water resources and ride on toys/scooters and

- moving the wheelie bins to the front of the house away from the children's play space.

6. How we undertook this inspection

This was a full inspection where the child minder was given short notice to check their availability. One inspector visited the service from 10:50- 13:45 on Thursday 27 June 2019.

We:

- observed practice and the care being provided by the child minder;
- spoke to the child minder and one parent;
- read a sample of questionnaires sent out by the service and;
- looked at a wide range of records including the statement of purpose, policies, procedures, and children's records.

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	Tracy Bennett
Registered maximum number of places	10
Age range of children	0-12
Opening hours	Monday – Friday from 07:30- 17:30, closing for bank holidays and approximately one week at Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 March 2016
Dates of this inspection visit(s)	27 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 service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the 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 30/08/2019



Care Inspectorate Wales

Children and Families (Wales) Measure 2010

Child Minding and Day Care (Wales) Regulations 2010

Care Standards Act 2000

Non Compliance Notice

Child Minder

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

The issuing of this notice is a serious matter. Failure to achieve compliance will result in Care Inspectorate Wales taking action in line with its enforcement policy.

Further advice and information is available on CSSIW's website
www.careinspectorate.wales

Tracy Bennett

Chester

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Leadership and Management	Our Ref: NONCO-00007972-THMH
Non-compliance identified at this inspection	
Timescale for completion	26/09/19
Description of non-compliance/Action to be taken	Regulation number
Regulation 24 2 (b) of The Child Minding and Day Care (Wales) Regulations 2010. The child minder did not have a suitable first aid qualification. The child minder must provide evidence to CIW to demonstrate she has attended suitable first aid training.	24 (2) (b)
Evidence	
<ul style="list-style-type: none"> - The registered person is not compliant with regulation 24 2 (b) of The Child Minding and Day Care (Wales) Regulations 2010. - This is because the child minder had not attended recent First Aid training. - The evidence: We were shown the child minder's First Aid certificate and found it had expired in 2015. - The impact on people using the service is potential risk to children's health and safety. Without up to date training we can not be satisfied the child minder can administer appropriate first aid. 	

Environment	Our Ref: NONCO-00007973-SCGX
Non-compliance identified at this inspection	
Timescale for completion	26/09/19
Description of non-compliance/Action to be taken	Regulation number
Regulation 38 1 (e) of The Child Minding and Day Care (Wales) Regulations 2010. The child minder did not ensure regular fire drills are undertaken so that relevant children knew the procedure to be followed in case of a fire. The child minder must provide evidence to CIW to demonstrate fire drills have taken place. CIW must also receive an updated fire policy, detailing a clear fire drill procedure and the frequency in which the drills shall be taking place.	38 (1) (e)
Evidence	
<ul style="list-style-type: none"> - The registered person is not compliant with regulation 38 1 (e) of The Child Minding and Day Care (Wales) Regulations 2010. - This is because the child minder did not ensure through regular fire drills that relevant children knew the procedure to be followed in case of a fire. - The evidence: we read the service's fire drill policy which stated drills were conducted but it did not state how often. We asked to see fire drill records and the child minder told us none were recorded. We asked when she last conducted a drill and were told she had not done one for a long time. - The impact on people using the service is potential risk to their safety as children have not practiced drills and therefore not familiar with the procedure should there be a fire. 	