



Childcare Inspection Report on

Susan Edwards

Abergele



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Description of the service

Susan Edwards operates a child minding service from her home in Abergele, Conwy and is registered to care for a maximum of 6 children under 12 years of age. Her service is presently open from 08:00 – 17:30 hours Monday and Wednesday and from 08:00 – 14:30 on Friday although these hours can be flexible to suit parents' needs. The child minder does not provide the Welsh Government's Active Offer of the Welsh language; English being the language spoken with some basic Welsh introduced into some play and learning activities.

Summary of our findings

1. Overall assessment

Children enjoy their time with the child minder. The clean, welcoming and child safe environment means children settle quickly into play and are relaxed. The child minder provides opportunities for children to spend time outdoors where the children are able to explore and learn about the world around them. The child minder understands her role and responsibilities and is well organised. She has positive relationships with parents which benefits the children.

2. Improvements

Since our last inspection, improvements include;

- Reviewing and updating her Statement of Purpose;
- Writing her 2018 annual Quality of Care review and submitting this to Care Inspectorate Wales (CIW)

3. Requirements and recommendations

We made recommendations to further improve practice in relation to care and development and keeping a record of children's progress.

1. Well-being

Summary

Children are able to make independent choices and feel safe and valued. They interact positively with the child minder and each other and are learning to co-operate and take turns. Children are curious and interested in the toys around them, they play appropriately and gain a sense of achievement from what they do by receiving regular praise from the child minder. They are given opportunities to develop their independence.

Our findings

1.1 To what extent do children have a voice?

Children speak up and are listened to.

Children confidently asked for what they wanted to play with, pointing to the toys they wished to play with, confident their requests would be understood and responded to. Children knew the child minder understood their feelings as they received cuddles and reassurance when waking from their nap. Children were happy to express themselves and asked to do things which were of interest to them, for example, one child collecting a mat and asking if they could pour drinks using water and the play kitchen cups which they were allowed to do.

Children have opportunities to express themselves 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 well settled and feel safe, happy and valued.

Children were content and relaxed in the child minder's company. They separated with confidence from their parents and were happy to engage with the resources available as they felt safe. They were passed toys they wished to play with and their choices were valued. The available play resources had been selected to match the children's interests and ages making the children feel valued and giving them a sense of belonging.

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

1.3 How well do children interact?

Children interact well with the child minder.

Children interacted with familiarity and contentment. They took appropriate care of the toys and resources and were learning to express what they need. Children were learning to communicate their emotions and understand each other's feelings. We saw a child enjoying a cuddle on the child minder's knee, another child asked to join in, they were

welcomed and both children sat together chatting to the child minder politely. They were learning to share and were developing an understanding of socially acceptable behaviour, for example, we saw one child passing a building block base to their friend so that they could both build towers together.

Children are developing friendships and learning to be considerate of each other.

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

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

Children showed positive attitudes to new experiences and received regular praise which helped to build their self-esteem and confidence. They were able to explore the environment freely, moving between toys which took their interest with confidence and ease. Children benefitted from opportunities to play alongside the child minder, as well as having extended periods of child initiated uninterrupted play.

Children enjoy their play and learn through the interesting and varied activities available to them.

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

Children follow their own interests and are learning skills to become independent. .

Children were given opportunities to become independent; drinking cups were made accessible and they were seen to help themselves independently when they wanted a drink. The children had a secure relationship with the child minder which supported their confidence to try new things. For example, the child minder switched a toy on for a child and modelled to them how it worked. The child showed curiosity and continued to play with the toy independently in the way the child minder had shown them.

Children are developing their independence and learning a range of different skills through their daily routine and the activities available to them.

2. Care and Development

Summary

The child minder has a secure understanding of how to keep children safe and healthy. She works in line with her behaviour management policy, interacting calmly and positively with the children and offering frequent praise and support for their efforts. The child minder has a natural warmth towards the children and cares for them in a nurturing way.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder promotes healthy practices and keeps children safe.

The child minder had a secure understanding of how to keep children safe. She understood her responsibilities in relation to child protection and had ensured that her Paediatric First Aid training was kept up to date so that she would know what to do in the event of an accident or emergency. The child minder had conducted regular fire drills with the children present, checked the smoke detectors each Monday and was confident to describe the evacuation procedure she would follow in the event of an emergency evacuation being necessary.

The child minder is proactive in making sure children's health and safety are paramount.

2.2 How well do practitioners manage interactions?

The child minder models positive behaviour well and treats children with respect.

The child minder managed behaviour with positive reinforcement and modelled positive appropriate play to the children. She gave frequent praise to the children and her friendly and calm approach was consistent. The children co-operated well with the child minder and an emotional attachment was apparent. The child minder took time to listen and respond to the children and their speech and vocabulary for their age was commendable. The child minder instils a sense of belonging; one child leant on the child minder's leg to look at photographs of the minded children and other photographs of interest. The child knew the children in the pictures by name and took enjoyment from talking about what they were doing.

The child minder promotes behaviour by using positive strategies children understand and by making children feel valued.

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

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

The child minder offered a nurturing play environment which was responsive to children's individual needs. The child minder knew toys available would appeal to the individual interests of the children she cared for and that they were appropriate for their age and stage of development. The child minder knew the children well and valued their individuality and home backgrounds. The child minder supported the children's linguistic development by encouraging children to engage in conversation and offering a range of vocabulary to the conversation, for example, when chatting to a younger child about the squirrel they had seen through the window but how and why the squirrel wasn't in the garden today.

The child minder offered the children a range of experiences to support their development, making good use of the nearby park to encourage exploration of the outdoors and to help the children to learn about the world around them. At present, the child minder does not keep any formal record to track the children's developmental progress. We recommended that a process be put in place to track the children's progress and enable the child minder to share this with parents.

The child minder provides children with a good range of interesting and stimulating activities.

3. Environment

Summary

The child minder ensures children are cared for in a safe and clean environment which has suitable space for the children to play and develop safely. The range of toys, resources and equipment are of good quality and are well maintained to ensure they are safe to use. There are suitable procedures in place for ensuring the environment remains suitable and free from hazards.

Our findings

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

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

The child minder offers a clean and safe environment for children. The main lounge, used for child minding, had been assessed for risks and each risk had been suitably eliminated, for example a fire guard had been installed. Daily risk assessment and safety checks were recorded and a record of when toys were last cleaned was maintained. The child minder does not provide food at her service however, fridge temperatures were maintained and she had been awarded a Food Hygiene Rating of 5 – the highest score – for the cleanliness of food hygiene procedures. The child minder ensured that she had a good understanding of potential risks to children's health, a copy of 'Safety Guidance - Accident Prevention' having been sourced by the child minder and the house boiler being safety checked regularly.

The child minder provides a safe environment for children.

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

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

The lounge, used as the main play space in this service, had been made safe and suitable for the children's use. Larger furniture such as settees and chairs had been placed against walls to give the children as much open play space as possible. The children utilised this space effectively, one child pushed a pram around the open space. The child minder had provided low level tables and chairs for the children to sit at whilst eating and ensured that all areas of the environment were well decorated and welcoming. The garden was well maintained and secure and provided an alternative play space for the children. We found that the areas used by the children were spotless on both inspection visits. The pushchairs used by the children during nap time were also clean, well

maintained and fresh. The child minder stored the pushchairs away safely after use to ensure they did not pose a hazard to children and to free up further play space.

The child minder ensures children are cared for in an environment which promotes their opportunities for safe play.

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

The child minder provides a range of clean and well maintained resources suiting children's ages and stages of development.

Toys and resources were clean and of good quality. They were well maintained and were appropriate to the age and stage of development of the children being cared for. The child minder described to us how toys were rotated depending on which children were attending to help them sustain interest and appeal to their curiosity. Toys were sufficient in quantity and provided developmental opportunities for the children. For example, we heard one child naming all the colours of the building blocks independently and then counting them accurately.

The child minder ensures good quality resources and equipment support children's learning and development.

4. Leadership and Management

Summary

The child minder has a clear purpose for her service. She is experienced and runs her service effectively in accordance with the regulations. She plans for improvements and has procedures in place for assessing the quality of the service she delivers. She ensures her knowledge of the latest developments is kept up to date and that mandatory training is completed within the prescribed timescales. The child minder develops meaningful and effective partnerships with parents which are beneficial to children.

Our findings

4.1 How effective is leadership?

The child minder has established effective systems to manage the service.

The child minder has a clear purpose for her service that is shared effectively. She has an up to date statement of purpose which provides a clear description of the service as we found it during the inspection. The child minder has high expectations of herself and the delivery of her service. Paperwork is well organised, kept up to date and stored confidentially. The child minder is pro-active in keeping her knowledge up to date. She is aware of developments in respect of data protection and has taken steps to ensure compliance with this by contacting the Information Commission Office to seek their guidance and implementing this in her service. The service's policies are kept under regular review and are amended when required.

The child minder manages her service efficiently.

4.2 How effective is self evaluation and planning for improvement?

The child minder evaluates the service and makes improvements.

The child minder has procedures in place for assessing the quality of the service she delivers. She had sent questionnaires to parents to obtain their views and had formulated an annual quality of care review. She understands the need to keep abreast of developments within the childcare sector and does this effectively by attending briefings and by reading information shared on online forums. The child minder has operated her service successfully in accordance with the regulations for a number of years because of continuous improvement and reflective practice.

The child minder makes positive changes in order to move the service forward and improve outcomes for children.

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

The child minder manages resources well.

The child minder provides care to children who are yet to start school. This enables her to plan her days around meeting the needs of the children rather than the need to conduct school pick-ups and drop offs and allows their time together to be used flexibly. The child minder has high expectations of herself and achieves these. She is motivated to provide positive outcomes for children and their families. The child minder understands her responsibility to implement her policies consistently. The environment is well organised and child friendly. The children able to access toys safely due to the careful management of resources.

The child minder effectively manages her time and the resources available to children.

4.4 How effective are partnerships?

The child minder has established positive partnerships with parents and the wider community.

The child minder has provided care for a number of families during her time and, parents pleased with the care their child has received, have contracted the child minder to care for successive siblings. The child minder described how she keeps in touch with past minded children, receiving a birthday card from one who she has not cared for since they were four but who is now eighteen years old! The child minder spoke warmly of past minded children and expressed pleasure in hearing that they were succeeding. Parents are kept well informed of their child's progress through daily communication with the child minder and through text messages and telephone calls.

The child minder successfully 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 Recommendations for improvement

We recommended the child minder could;

- Keep development records in order to track the children's progress and to plan for activities to support their next steps.

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 26 October 2018 from 09:05 – 11:05 hours and on 03 December 2018 from 14:10 – 15:22 hours.

We:

- Inspected a sample of documentation and policies;
- observed the children attending and the care they received;
- spoke to the child minder and the children attending;
- 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.careinspectorate.wales

7. About the service

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| Type of care provided | Child Minder |
| Registered Person | Susan Edwards |
| Registered maximum number of places | 6 |
| Age range of children | Birth – 5 years |
| Opening hours | Currently 08:00 – 17:30 Monday and Wednesday and 08:00 – 14:30 Friday although the child minder is flexible and able to meet parent's needs. |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 09 October 2015 |
| Dates of this inspection visits | 26 October 2018 and 03 December 2018. |
| 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. 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: | |