



Inspection Report

Mary Harrison

Abergele



Date Inspection Completed

13/05/2021

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 14 June 2017
Is this a Flying Start service?	Manual Insert 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. It does not anticipate, identify or meet the Welsh language needs of people / children who use, or intend to use their service.

Summary

Children are confident communicators as they receive meaningful responses. Children are active, curious and express enthusiasm and enjoyment in what they do. They are polite and use good manners with little prompting. Children have many opportunities to initiate their own play and are actively encouraged to take part in different activities, which results in a good feeling of achievement. They are developing their independence and self-help skills suitably. The child minder understands her role to keep children safe and healthy and interactions are positive. She plans most activities on the day by responding to children's requests and tracks children's progress appropriately. The environment is very welcoming and well organised offering children a good variety of play and learning opportunities. The child minder promotes outdoor activities to develop children's physical skills and raise their awareness of their local surroundings and the natural world. The child minder manages the setting appropriately and has built positive partnerships with parents. The language of the setting is English.

Well-being

Children speak and express themselves well and communicate their needs effectively. A child likes talking to the child minder about the different toy dinosaurs and is eager to practice saying their long names. Children enjoy talking about the experiences they have had while looking through photographs of themselves in activity. A child spoke enthusiastically about how much they liked baking cakes with the child minder and showed how they whisked the ingredients.

Children have positive bonds of attachment with the child minder, which makes them feel confident to express their feelings and needs. For instance, during outdoor play a child tells the child minder 'it has started to rain a little' and were given a choice whether they would like to stay outdoors or play indoors, the child's request to return indoors was listened to and their wishes respected.

Children interact positively and are polite. During snack time a child practices using their good manners as they sit nicely by the table and thanks the child minder when they are given a plate of chopped fruit.

Children are active and curious learners and enjoy practicing to use their senses. A child shows how they can create different sounds by hitting the wooden chimes with a bamboo stick and dragging the stick along the row of wooden canes. Children enjoy noting what they can see, hear and smell around them. A child talks animatedly to the child minder about the sounds they can hear, for instance, a motorbike riding down the street and a bird singing in the garden and points up to the sky when it flies away. Children enjoy developing their creative skills and use chunky chalks to mark make outdoors. A child said proudly they had drawn an elephant.

Children are motivated to freely choose and personally direct their play. A child explores the play area and chooses the activities they want to follow their own interests. For instance, a child maintained concentration as they tried to play their tune on the toy piano and explored a range of percussion instruments. They enjoy being able to freely access the outdoor play area which develops their independence well.

Care and Development

The child minder understands her role and responsibilities to keep children safe and healthy. When asked about the process she would take if concerned about a child in her care, she responded in line with her safeguarding policy. In order to renew her first aid and safeguarding training the child minder told us she is waiting for confirmation from the local authority when these courses will be offered.

The child minder showed us her system to record accidents and incidents and these were signed by both child minder and parent. The child minder cleansed children's hands with wipes to help develop their personal hygiene practice, however, we discussed that soap and water is more effective to rinse off viruses, grease and dirt.

The child minder promotes healthy practices, for instance, parents commented their children have many opportunities to go outside and develop their physical skills in the fresh air. We did not observe nappy changing but the child minder's policy outlined the correct steps in line with the current infection control guidance. The child minder conducts fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency and she records the outcome appropriately.

The child minder has a friendly and caring approach and manages interactions positively. She praises children for their efforts and engages with them consistently well.

The child minder tells us she plans activities for children in the moment by asking them what they would like to do and following their interests. She tracks children's development and progress suitably. Parents said they like seeing the book the child minder has created to display their child's artwork and to show their development and progress through words and pictures.

Photographs of children show them participating in a wide range of seasonal art and craft activities, festivities and celebrations. The child minder develops children's language and numeracy effectively. For instance, the child minder has created a fun game where the child has to match and sort a variety of different cardboard coloured and patterned socks. During this game the child minder develops the child's knowledge of shapes, colours, numbers and sizes well and as a result the child responds positively.

Environment

The child minder has a system for managing access to the premises daily and records of attendance of visitors are kept. She has completed a risk assessment appropriately identifying the potential hazards to children and what measures are in place to manage these risks. Since COVID-19, the child minder explained her cleaning routines have increased and current guidance is followed.

The environment is clean, fresh and very welcoming and there is sufficient space and facilities to meet the needs of children. The layout of the playroom promotes children's independence enabling them to freely explore and make their own choices about what they want to play with. Children's artwork is displayed attractively and this creates a sense of belonging.

The child minder makes sure children have access to appropriate sized furniture, toys and resources are also suitable for the ages cared for. Indoor storage facilities are suitable and accessible to children. The child minder raises children's awareness of the world around them through providing a range of different dolls and impressive visual displays which represents different cultures. Educational displays are also well presented. The child minder makes sure there is a comfortable, cosy area where children can rest and have quiet time.

The child minder promotes the use of re-cycled materials to help develop children's design skills and imagination for instance, photographs of children showed they had made aeroplanes to display for the VE day celebrations and used a range of re-cycled materials to create buildings. There is a good variety of natural resources on offer and this helps children to practice using their senses suitably.

Leadership and Management

The child minder requires updating the statement of purpose with all of the required information to provide parents with a clear picture of what the setting offers. Policies and procedures are in place, these are suitably implemented but some require updating. The language of the setting is English.

The child minder is currently gathering comments and views of all those using her service. She will consider these comments, and other areas, which require improvement when she writes her quality of care report.

The child minder's enhanced criminal record check is up to date. The required information has been collated in the records on individual children and the child minder records children's attendance consistently.

Positive partnerships with parents have been achieved. Parents told us they are happy with the care provided and appreciated the regular updates on their child's progress.

The child minder encourages children to engage with their community for instance, photographs of children show them going on walks and filling up their wicker basket with the natural resources found. This helps towards raising children's awareness of their local surroundings and of the natural world appropriately.

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Recommendations to meet with the National Minimum Standards

R1: For children to use soap and water whenever possible to wash their hands and not rely on hand wipes.

R2: For the child minder to ensure all policies and procedures are reviewed regularly and dated.

Areas for improvement and action at, or since, the previous inspection. Achieved

Paediatric First Aid - No evidence of current training and certificate. Informed child minder at inspection to submit within seven days which she agreed to do but has not submitted.	Regulation 24 (2) (b)
The child minder has not updated her risk assessment and is not following correct health and safety procedures.	Regulation 25 (c)
The child minder did not conduct regular fire drills and her safety fire procedures required updating. The child minder did not regularly check the smoke alarms.	Regulation 38 (1) (e)
The child minder was not familiar with the national minimum standards.	Regulation 14 (1)

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

The child minder is noncompliant with regulation 15 because she has not compiled all of the required information in the statement of purpose about the setting to help parents make an informed choice about the child care service they require.	Regulation 15 (1) (a)
	Regulation 15 (1) (b)
	Regulation 15 (1) (c)
	Regulation 15 (1) (d)
	Regulation 15 (1) (e)

The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Date Published 23/06/2021